

Portfolio Question No	Department Or Agency	Senator	Broad Topic	Question Text	Proof Hansard Page	Hearing Date
SQ24-000698	Department of Education	Sarah Henderson	Official functions, receptions and reviews	<p>Senator HENDERSON: I'll just go through the letter. In corporate you've answered all the questions? Mr Cook: Maybe my corporate man can help me.</p> <p>Mr Markovic: Questions 5 and 6 asked for information about official functions and receptions, and reviews. In both cases we've referred back to the previous question-on-notice response. To collect the information on those two items requires a coordination across the department. We don't maintain a central register of those things, and in the time available—</p> <p>Senator HENDERSON: That sounds a very familiar answer: 'We don't maintain a central register.' I wasn't asking if you maintained a central register. We were asking for that information.</p> <p>Mr Markovic: I'm just explaining that in the time available in Senator O'Sullivan's letter we were not able to undertake a coordination process to the level of quality to be able to response today. Certainly, we have taken that question on notice in the past—</p> <p>Senator HENDERSON: You'll take it on notice; thank you.</p>	6	5/06/2024
SQ24-000699	Department of Education	Sarah Henderson	Distribution of Approaches to SEQoNs asked of all (or multiple) agencies document	<p>Mr Markovic: I've sought to clarify in my response to the question on notice what has happened. I have sought to be as fulsome as possible with this committee in my response about what we knew, what we provided and certainly what advice was given to the portfolio entities that we support.</p> <p>Senator HENDERSON: Was the manual distributed to portfolio agencies?</p> <p>Mr Markovic: Yes, it was. I've already—</p> <p>Senator HENDERSON: When did that occur?</p> <p>Mr Markovic: I would need to take that on notice. I don't have that specific date with me. As I said, I didn't distribute it. It was done by our parliamentary area. I didn't have knowledge of that occurring. But I can get you that date.</p>	8	5/06/2024
SQ24-000700	Department of Education	Sarah Henderson	Answer to previous QoN SQ23-000922	<p>Senator HENDERSON: Just as an aside, in your response to the question on notice about freedom of information you include the sentence, 'These statistics are available from the Office of the Australian Information Commissioner and the Australian Government Transparency Portal.' Did you verify that, Mr Markovic? In our inquiries to the Office of the Australian Information Commissioner we found that wasn't actually the case.</p> <p>Mr Markovic: No, I didn't verify that particular sentence.</p> <p>Senator HENDERSON: Could you please go and review that because we</p>	9	5/06/2024

				<p>don't believe that part of the answer is correct.</p> <p>Mr Markovic: I did see testimony last week and I understood that the information was available from the information commissioner, but the transparency portal was quite challenging to find, and I think there was a request to include a more explicit link about where to find it. But—</p> <p>Senator HENDERSON: So we're going to—</p> <p>Mr Markovic: I'm happy to take the question on notice.</p> <p>Senator HENDERSON: Just one—</p> <p>CHAIR: Mr Markovic is still giving his answer. I want to make sure that people get a chance to give their answers and questions uninterrupted. You can do a follow-up question after Mr Markovic has spoken. After the follow-up question, I will rotate to Senator Grogan.</p> <p>Senator HENDERSON: Thank you, Chair. Just some more—</p> <p>CHAIR: He is still answering.</p> <p>Mr Markovic: To clarify, yes, I will take that on notice.</p>		
SQ24-000701	Department of Education	Matthew O'Sullivan	Payment decrease to states in annual appropriations and other services	<p>Senator O'SULLIVAN: Can I go to the staffing profile in the budget. Your staffing profile will increase from 1,472 in 2023-24 to 1,624 in 2024-25, an increase of 152 staff. Do you have a breakdown of how many individual staff have been assigned by a budget measure?</p> <p>Mr Cook: We do. Mr Markovic or Mr Boyd will be able to take you through that to equate to those additional 243 FTE.</p> <p>Mr Markovic: Senator, just while Mr Boyd is getting ready, you're quite right. The net addition was 152. We of course had some ASL coming off this year as well as some new measures. Mr Boyd will read out the new measures in the 2024-25 budget and the ASL associated with those. My point is that there are net changes every year.</p> <p>Senator O'SULLIVAN: I might ask my next question now because you might be able to put them together. Are they permanent APS staff or contractors?</p> <p>Mr Boyd: The breakup of the increase is 100.9 ASL for the early childhood education and care wage increase negotiation strategy; 75 ASL for the Child Care Subsidy Reform: further measures for strong and sustainable foundations; 23.2 ASL for First Nations Partnership funding education policy and education program extensions; 3.8 ASL for the national Teacher Resource Hub; 1 ASL for First Nations Teacher Strategy; 0.5 of an ASL to support the work of the decision around the Clontarf Foundation; and, under the Australian Universities Accord measure, 17.5 ASL for the national code to prevent gender based violence; 11.2 ASL for tertiary harmonisation; 6.8 ASL for Commonwealth paid practicum for nurses and teachers; three</p>	13	5/06/2024

				<p>ASL for regulation to increase the availability of affordable accommodation; and about half an ASL in sort of rounding and minor measures.</p> <p>Senator O'SULLIVAN: Any contractors?</p> <p>Mr Boyd: They are staff. That's ASL staff. So public servants. That was devoted for staffing.</p> <p>Senator O'SULLIVAN: Okay. That budget measure is only ASL. In relation to annual appropriations and other services, payments to states is also decreasing by nearly \$20 million. Do you have a reason for this?</p> <p>Mr Boyd: Is there a particular figure or document you're looking at there?</p> <p>Senator O'SULLIVAN: This is: 'Annual appropriations, other services, specific payments to states, ACT, NT and local government, outcome 1'. I haven't got the page number, sorry.</p> <p>Mr Markovic: Is that in the PBS, Senator?</p> <p>Senator O'SULLIVAN: Yes, it is. It's on page 38.</p> <p>Mr Boyd: Thank you. That page number doesn't—</p> <p>Senator O'SULLIVAN: I'm sorry. It's on page 20, I'm told. I haven't got it written here, but I've just been told on my screen.</p> <p>Mr Boyd: That's Appropriation Bill (No. 2). That particular appropriation bill relates to state based funding, capital items and those kinds of things. I would have to take the reason on notice. I'm not sure there's a specific driver for it. It probably just reflects the profiling of those particular payments.</p>		
SQ24-000702	Department of Education	Matthew O'Sullivan	Breaches of the PGPA Act from February 2024	<p>Senator O'SULLIVAN: Okay, excellent. Based on two previous QONs, SQ 23001028 and SQ 24000358, there were 21 breaches of the PGPA Act from 1 July 2023 through to 31 January 2024 associated with \$18.84 million in funding. Do you have that there?</p> <p>Mr Boyd: What was the first question on notice number, sorry?</p> <p>Senator O'SULLIVAN: Do you only need the last four digits? It was 1028.</p> <p>Mr Markovic: Was that SQ 23?</p> <p>Senator O'SULLIVAN: Yes, SQ 23.</p> <p>Mr Markovic: It was a previous answer.</p> <p>Mr Boyd: Yes, Senator?</p> <p>Senator O'SULLIVAN: Then 24358?</p> <p>Mr Markovic: We have 358 but we might need our team to get 102.</p> <p>Senator O'SULLIVAN: My question is: there's \$18.84 million in funding there for 21 breaches of the act. Does the department consider this to be significant?</p>	15	5/06/2024

			<p>Mr Cook: Any breach is significant for us.</p> <p>Senator O'SULLIVAN: Any breach?</p> <p>Mr Cook: It just shouldn't happen.</p> <p>Senator O'SULLIVAN: None at all—good.</p> <p>Mr Cook: It's what we expect our staff to do. Whenever there's a breach—</p> <p>Senator O'SULLIVAN: This isn't a trick question: is \$18.84 million that sizeable?</p> <p>Mr Cook: If you compare that to the billions and billions of dollars we administer every year, you could say it's not sizeable. But, having said that, it's significant.</p> <p>Senator O'SULLIVAN: Sure.</p> <p>Mr Cook: I don't want breaches to be made. I don't want my staff not meeting their obligations in relation to reporting timelines and all those sorts of things. We have training for our staff in relation to it. When it does happen, we contact the staff member directly, and we also contact the staff member's supervisor and the SES who is responsible. Mr Boyd—I'll just check that?</p> <p>Mr Boyd: Yes, that's right.</p> <p>Mr Cook: We ask them to look at this and what can be done to ensure it doesn't happen again.</p> <p>Senator O'SULLIVAN: How many additional breaches have occurred from February 2024 to now?</p> <p>Mr Boyd: The figures I do have, Senator, are for the full financial year to date, through to March. I can take the break-up you've asked for on notice. I don't have it from February till now.</p> <p>Senator O'SULLIVAN: Okay. It would only be two months.</p>	
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SQ24-000703	Department of Education	Matthew O'Sullivan	Budget Measure - Strengthen administration of programs for schools and higher education	<p>Senator O'SULLIVAN: Excellent. Can I ask about a budget measure. Last budget the department was provided with \$105.9 million over four years in relation to strengthening the capability of the education portfolio to deliver critical functions. It's on page 102, I believe, of BP 2.</p> <p>Mr Boyd: Is that BP 2 from the 2024-25 budget?</p> <p>Mr Cook: It was 2023-24, not 2024-25. Is that right? You said the last budget.</p> <p>Senator O'SULLIVAN: Yes. In the last budget the department was provided with \$105.9 million over four years, including \$57.9 million in capital funding to strengthen administration of programs for schools and higher education. Can you provide us with an update on the progress of this project?</p> <p>Mr Cook: That's a replacement, I think, for our schools and higher education payment system. Mr Markovic can probably provide a bit more detail on that.</p> <p>Mr Markovic: Within that measure there was \$91.7 million over four years provided to transform, as the secretary said, our payment systems for schools and higher education with the goal of creating a stable, secure and streamlined technology platform. In terms of progress dates, that will go over a number of years through to July 2026. The project is organised in a series of tranches and is subject to the gateway review process by the Department of Finance. We've had the first of those already. We have commenced the software build process for that application, and, as referenced in my earlier testimony, the build component will be undertaken by the Department of Employment and Workplace Relations on our behalf. We obviously specify the requirements.</p> <p>Senator O'SULLIVAN: How much has been expended to date in both capital and project costs?</p> <p>Mr Markovic: I would need to take that question on notice. I apologise. We would normally have our CIO here today, but she's not well at all. She would be able to answer that.</p> <p>Senator O'SULLIVAN: There's lot going around.</p> <p>Mr Cook: We've got COVID everywhere, I'm afraid.</p> <p>Mr Markovic: I've got the funding profile over the years, which you would see in the budget paper.</p> <p>Senator O'SULLIVAN: Take it on notice. That's fine.</p>	22	5/06/2024
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SQ24-000704	Department of Education	Sarah Henderson	Minister for Education Minister contact with Mount Scopus Memorial College	<p>Senator HENDERSON: I want to start by asking about antisemitism in schools, Secretary and Minister. Secretary, are you aware of the antisemitic graffiti attack on Mount Scopus Memorial College?</p> <p>Mr Cook: I am, yes.</p> <p>Senator HENDERSON: A really grotesque slogan was spray-painted on the front entrance to the school, which caused enormous fear for students and their families. Has anyone from the department or the minister been in contact with the school?</p> <p>Mr Cook: I haven't. I'm not sure about the minister or anyone else in the department. Senator HENDERSON: What about the minister?</p> <p>Senator Chisholm: I'll take on notice what contact the minister had. That attack was abhorrent, and it is something that doesn't belong in the Australian community. I know that the Prime Minister has expressed that view and I certainly know that Minister Clare has as well. My recollection is, and I'm happy to be corrected on this, that the Deputy Prime Minister attended the school with, I think, Josh Burns and Carina Garland. I'm not as good with the geography down there, but I think it might be in Carina's electorate. I know that the member for Macnamara attended school there. It's something we condemned, and it doesn't belong in Australian society.</p> <p>Senator HENDERSON: The Deputy Prime Minister Mr Marles did attend as did Mr Burns. On that same day I also visited the school. I'm wanting to know whether the Minister for Education was in contact with the school in any respect.</p> <p>Senator Chisholm: I said I would take that on notice and come back to you.</p>	23	5/06/2024
SQ24-000705	Department of Education	Sarah Henderson	Minister for Education School Funding in response to Hamas Attacks	<p>Senator HENDERSON: I would be most grateful. I want to go back to the \$5.75 million, in response to the Hamas attacks, across a wide range of schools. Minister, this is more appropriate for you. Given the number of schools that needed additional support, particularly with counselling and the trauma that many students were enduring, have you received any representations that further funding is required?</p> <p>Senator Chisholm: I haven't. I'd have to take on notice to provide advice about whether Minister Clare had. We certainly acknowledge that it is an ongoing issue. I'm sure it's one that the government would consider in the budgetary context as well.</p> <p>Senator HENDERSON: Consider applying further funding?</p> <p>Senator Chisholm: I'm sure that's something that the government would consider.</p> <p>Senator HENDERSON: Are you able to provide any further information</p>	25	5/06/2024

				<p>about that? Is that something that's on the table? Between nearly 500 schools, that's not an enormous amount of funding support. I understand that it's a good start, but are you able to provide any information about what further support might be forthcoming?</p> <p>Senator Chisholm: No, other than to observe that we understand that these are ongoing issues. The first issue raised around Mount Scopus certainly indicates that. It is something that the government is attuned to. I'm sure that we'd consider, if there is additional support needed, that it would be something the government would consider.</p>		
SQ24-000706	Department of Education	Sarah Henderson	Complaints of violent conduct in schools	<p>Senator HENDERSON: Secretary, are you aware of reports on 8 May 2024 in relation to students at Fitzroy Primary School being heard chanting 'from the river to the sea', noting the Prime Minister's concerns about that particular phrase, when he said that that is a violent statement?</p> <p>Mr Cook: I'm not, no. I'm sorry.</p> <p>Senator HENDERSON: The article quotes a department of education spokesperson. Can I clarify: is that a spokesperson from Victoria?</p> <p>Mr Cook: That would be Victoria. Obviously that school is a Victorian school. It would not be us. It would be a Victorian education official.</p> <p>Senator HENDERSON: Have you received any complaints regarding this matter or conduct in any other school?</p> <p>Mr Cook: No. Obviously I would be gravely concerned about any form of hate speech, but we have not received—I am just checking with Ms Brighton. It would be unusual for us to receive direct complaints about schools to our department. It would normally go to a state department. I can assure you I have not received anything.</p> <p>Senator HENDERSON: If you could take that on notice.</p> <p>Mr Cook: Sure.</p>	25	5/06/2024
SQ24-000707	Department of Education	Sarah Henderson	Minister for Education Antisemitism in schools	<p>Senator HENDERSON: How many complaints of antisemitism in schools have been received by the minister? Minister, do you know?</p> <p>Senator Chisholm: No, I don't. I would have to take that on notice.</p>	25	5/06/2024
SQ24-000708	Department of Education	Sarah Henderson	Minister for Education Students marching on the streets	<p>Senator HENDERSON: Thanks. Minister, I just want to return to the same issue. You referenced the Minister for Education's statement that students should be in school and not marching on the streets, referencing the school strike. I appreciate that he made those comments but what did he do about it? What action did your government take to ensure that students would</p>	26	5/06/2024

			during school hours	<p>remain in school? As we know, that didn't happen.</p> <p>Senator Chisholm: I think that he made strong public comment, that it's the case that students should do that. When we look at the arc of history, not all students take the best advice on these matters. But I think the minister was crystal clear and consistent in his view that students belong in the classroom.</p> <p>Senator HENDERSON: Yes, I agree with you, but what action did he take to ensure that it was more than just words? Did he write to education ministers? Did he pick up the phone? What action did the Commonwealth take to ensure that students would not be marching on the streets during school hours?</p> <p>Senator Chisholm: He made very, very strong public comments, consistently, about this issue. I think that's what you would expect of the federal minister. In terms of other action he has taken, I'm happy to take that on notice and provide that for you.</p> <p>Senator HENDERSON: I would appreciate that, including whether there were representations made, or any correspondence between state or territory education ministers. For instance, were there any concerns raised in relation to compliance with teacher codes of conduct?</p>		
SQ24-000710	Department of Education	Matthew O'Sullivan	Disability reforms forecast	<p>Senator O'SULLIVAN: I want to ask about disability reforms. How many school students received an adjustment because of a disability, in 2023?</p> <p>Mr Donovan: Just to be clear, you're asking for adjustment as opposed to funding?</p> <p>Senator O'SULLIVAN: The number of students that had an adjustment. And I will ask about the dollar value as well.</p> <p>Ms Brighton: I'll ask Dr Hunter to also come up to the table. Last year one in four students—that's around 99,000 students—received an educational adjustment for a disability. Now, not all those adjustments are funded adjustments; some of those adjustments are about teaching practice around that individual child. But we saw one in four in 2023, and that's from ACARA data.</p> <p>Senator O'SULLIVAN: Is that historically consistent?</p> <p>Ms Brighton: We have seen an increase over the last few years around students with a disability, and that could be for a number of reasons, such as teachers being much clearer now. We've done a lot of professional development about identifying—</p> <p>Senator O'SULLIVAN: Thank you. I will come to that. But I'll just touch on a couple of technical things first. What's the dollar value? Did you give me</p>	39	5/06/2024

				<p>that?</p> <p>Mr Donovan: The dollar value for the Commonwealth is an estimated \$3.7 billion associated with the students with disability loading in 2024, on a school-year basis.</p> <p>Senator O'SULLIVAN: So, that's the—</p> <p>Mr Donovan: The current calendar year.</p> <p>Senator O'SULLIVAN: What's the estimated number of students in 2024? Is it consistent with that—the same number?</p> <p>Mr Donovan: Ms Brighton just gave the number of students who are receiving educational adjustment and noted that a subset of those receive a funded adjustment—that is, attract the students with disability loading. That number is around 720,000 students, with around 480,000 of those in the government sector and 243,000 in the non-government sector.</p> <p>Senator O'SULLIVAN: Do you have a forecast loading for the remaining years—the forward years?</p> <p>Mr Donovan: I don't have the dollar value of our forecast loading specifically, no.</p> <p>Senator O'SULLIVAN: As in it doesn't exist? Or you don't have it now?</p> <p>Mr Donovan: We could take that on notice.</p>		
SQ24-000711	Department of Education	Matthew O'Sullivan	Nationally Consistent Collection of Data on School Students with Disability	<p>Senator O'SULLIVAN: The contract with Education Services Australia for the collection of data on school students with a disability was scheduled to cease in February 2023. Did it end at that time?</p> <p>Mr Cook: I think that was in relation to professional development on learning, was it? Or was it the actual database itself?</p> <p>Ms Brighton: Senator, I'll have to see if I can get some assistance at the table with that.</p> <p>Senator O'SULLIVAN: I'm interested in the Nationally Consistent Collection of Data on School Students with Disability. So, you'll get some advice?</p> <p>Ms Brighton: I'll get some advice, but I will say that Education Services Australia are continuing to perform their function. We have a series of contractual arrangements with Education Services, and they're continuing to be funded with all the work they've had. So, I'll follow up specifically—</p> <p>Senator O'SULLIVAN: Was a new contract entered into?</p> <p>Ms Brighton: That would usually be our practice. We do an extension of a grant around [inaudible] or a new contract. But I'll have to get the specifics for you.</p> <p>Senator O'SULLIVAN: Great.</p> <p>Mr Cook: We'll take that on notice for you.</p>	40	5/06/2024

				<p>Senator O'SULLIVAN: Thank you. Perhaps you could come back to me with the value of the contract and also who is collecting the data.</p> <p>Mr Cook: Sure.</p>		
SQ24-000712	Department of Education	Sarah Henderson	Schools Upgrade Fund - Mount Eliza Secondary College and Croydon Primary School	<p>Senator HENDERSON: then how does this accord—sorry; can I just finish my question? If the targeted round was to fund election commitments, how does this additional amount of money fit into the criteria?</p> <p>Senator Chisholm: Obviously, there were cost increases that resulted in needing more money to complete the project. It is my understanding that it is the same as in Croydon.</p> <p>Senator HENDERSON: Secretary, could I ask you how this meets the criteria under the fund?</p> <p>Mr Cook: I am happy to repeat exactly what the minister said. The criteria for these schools were part of election commitments that the government made at the time—or that the opposition made at the time. The increases or the cost pressures on people were identified, I understand, by the school, in relation to those two particular schools, and the government made a decision to increase the funding to those two schools.</p> <p>Senator HENDERSON: When was the decision made by government?</p> <p>Mr Cook: I don't know that. We can take that on notice. It would have been a decision as part of the budgetary process.</p> <p>Senator HENDERSON: How was the decision conveyed to you?</p> <p>Mr Cook: It would have been a decision from the government as part of the budgetary process, like it would normally be when those decisions are made by the budgetary committee of government.</p> <p>Senator HENDERSON: On what date were you advised of the cost pressures at the Mount Eliza Secondary College?</p> <p>Mr Cook: I'm not aware of that, but we can take that on notice and look at any information that has been provided to us.</p> <p>Senator HENDERSON: Secretary, this was a commitment made by the</p>	45-46	5/06/2024

			<p>government in the lead-up to the Dunkley by-election. There were no cost pressures. I put it to you that that is the correct state of affairs, and to characterise this as cost pressures is just wrong and improper.</p> <p>Senator Chisholm: That's not an accurate reflection.</p> <p>Mr Cook: I don't know what evidence you've got to provide me with that, Senator, I'm sorry.</p> <p>Senator Chisholm: It's not an accurate reflection of what went on. It's the government delivering on its election promises. Clearly, there were cost pressures around two schools in Victoria, and we provided additional funding for both of them.</p> <p>Senator HENDERSON: Secretary, in terms of these so-called cost pressures, could I ask you to provide any information, either now or on notice, as to what cost pressures they were? What was the original cost of this project and the scope of the project?</p> <p>Mr Cook: Sure.</p> <p>Senator HENDERSON: I would suggest to you that this project was never costed, because the real cost of building a new STEM facility is actually between \$20 million and \$30 million in rough terms.</p> <p>Senator GROGAN: Chair, I feel that Senator Henderson is making a lot of reflections while not having seen any of information that the secretary has taken on notice to provide.</p> <p>Senator HENDERSON: Chair, I do have the call—if I could just continue.</p> <p>CHAIR: I am mindful of sailing close to the wind on some of these questions and the assertions. I think the secretary has been responding clearly to what he may have felt and may have been observed as reflections. The senator has then redirected some of the questions. We'll just keep going.</p> <p>Senator HENDERSON: Chair, you are correct. I am reflecting on the government because I do not believe that this was a cost adjustment, because the original project was not costed, was it, Secretary?</p> <p>Mr Cook: I'm happy to read my evidence from the last time this question came up. In terms of processes for elections, what happens in every election I've been involved in, and there are a few of them now, is that governments and oppositions make election commitments—</p> <p>Senator HENDERSON: This is not my question. I was asking—</p> <p>Mr Cook: The process—</p> <p>CHAIR: Can Mr Cook answer? Then we'll go back to Senator Henderson.</p> <p>Mr Cook: I was getting to the point of costings. During campaigns, as you</p>		
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			<p>know, the Public Service is in caretaker mode. We're not required to cost any election commitments by governments or oppositions in caretaker mode. What happens in terms of budgetary processes when election commitments are made, usually—and it happened in this case—is that those election commitments then go to the budgetary process of the government, whichever government that might be. Those costings are then reviewed by the budgetary committee of the government, and that's how those costings are reviewed.</p> <p>In relation to these additional costs, if asbestos is involved—can I say as someone who used to run an education system that you discover asbestos often when you're putting in air conditioning or whatever the case— the cost of those projects significantly increases as a result. There are other matters that Mr Donovan said were also raised in relation to additional costs. I'm very happy to take on notice an itemised list of those additional costs and provide you with what we can.</p> <p>Senator HENDERSON: Thank you, but I was seeking an answer to the questions that I asked, which are: what is the nature of the cost increases, was the original project costed and what is the scope of the original project? This doesn't look like any sort of cost adjustment, because, I put it to you, Secretary—and my information is—that there was no original project costing at all.</p> <p>Mr Cook: For the third time, can I repeat what the additional costs were. Mr Donovan has already read into evidence what those additional costs were once. I referred to that a second time. I think I've mentioned the word 'asbestos' at least four or five times now. In terms of the original costing, I'll go back to what I've already said. Costing election commitments is a matter for a government or an opposition; it's not a matter for the Public Service.</p> <p>Senator HENDERSON: I'm going to ask again, Secretary—and I would ask you not to reflect on me when I'm asking these questions, because I would say that you haven't been specific in your answers. What was the original scope of the project and what is the nature of the cost blowouts? Were they documented? Who ascertained the cost blowouts? When did the department receive information about the cost blowouts?</p> <p>Mr Cook: Senator, we'll take that information on notice. I've nothing further to add. I have been quite explicit around the cost blowouts, and I have nothing further to add.</p> <p>Senator HENDERSON: Can you provide any more information? What was</p>		
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				<p>the cost of removing the asbestos? Mr Cook: We'll take that on notice. Mr Donovan indicated that he didn't have the details of that at the table. Senator HENDERSON: Can you describe the nature of the project, now that it's funded to \$7.29 million? What's the scope of that project? Mr Cook: I'll ask Mr Donovan to repeat what he said about the scope of the project, because we have already read this into the evidence. Mr Donovan: The project is a STEM centre of excellence. It involves upgrades to four technology labs and four science labs at the school. As I mentioned before, the construction of those—or the upgrades to those—have involved asbestos removal as part of the project's scope. As for more itemised costings, I think we've taken that on notice, and we can provide that on notice. Senator HENDERSON: Have there been any itemised costings of this project completed—any quantity surveying costings? Mr Donovan: I think we can provide that on notice. Senator HENDERSON: So there have been costings? Mr Donovan: I don't have the information about that with me, Senator, but we're very happy to provide an answer on notice. Mr Cook: We'll take it on notice and see what there is, Senator.</p>		
SQ24-000713	Department of Education	Sarah Henderson	Minister for Education Grant funding - Mount Eliza Secondary College	<p>Senator HENDERSON: Did the minister make any public announcement about the increase in the grant funding to Mount Eliza Secondary College? Mr Donovan: Not to my knowledge. Senator Chisholm: I'm unsure. I'd have to take it on notice, Senator. Senator HENDERSON: I want to also table a social media post—and my team is also bringing this up—on 24 February by @jodie4dunkley: Labor is delivering the full upgrade of Mount Eliza Secondary College's 1970s science labs ... What was the basis of that particular commitment? Senator Chisholm: As we've said, Senator Henderson, there was an election commitment that we made before the last election, and this was us delivering on that commitment. I'm aware of another school, Croydon Primary School in the electorate of Deakin, which also received additional money due to cost increases. Senator HENDERSON: When was the now member for Dunkley provided with that information? Senator Chisholm: I'd have to take that on notice, Senator Henderson.</p>	46-47	5/06/2024

Sq24-000714	Department of Education	Jacinta Nampijinpa Price	Website for Northern Territory school funding allocation	<p>Senator NAMPIIJINPA PRICE: My questions are around the Better, Safer Future for Central Australia plan and the Central Australian Boarding Response Fund. Through Better, Safer Future for Central Australia, \$40.4 million was provided to schools in Central Australia. \$34.7 million was distributed to schools. \$4.99 million was allocated to central supports, and \$400,000 was paid to the Northern Territory government for administration. You have previously advised that funding to schools is divided up based on SRS allocation for schools. After they receive the nominated allocations, schools were to come back with the projects that the money would fund. Can you please provide a list that details the final funding allocated to each school and what projects are being funded?</p> <p>Ms Brighton: Thanks for the question. We have had a previous question on notice associated with this. I'm just seeing whether, under question 8 of the information that we tabled this morning, we've provided some information that has been asked for about the on-country learning which we referred to a question on notice as well as the list of books. It's also on the federal financial relations website.</p> <p>Senator NAMPIIJINPA PRICE: All projects exist within that question that was asked this morning.</p> <p>Ms Brighton: What we've provided is the quantum attached to each school. That's available on the federal financial relations website. We've got links into packaged materials we've provided this morning. We've also referred to a question on notice where we've outlined the types of activities in each of the schools. The Northern Territory government has also publicly released—each school, public and independent and Catholic schools, they have all produced a plan about how they were planning to spend this additional money, particularly focused on supporting children and young people to engage with the learning. The Northern Territory government has published all the public school plans on their website, and the independent sector has provided their plans to the Northern Territory as part of the process to effectively acquit the funding. They're not required to itemise how they've spent it. They've got a global amount, and what they were asked to do was to articulate how that was going to be used to improve outcomes.</p> <p>Senator NAMPIIJINPA PRICE: Are you able to provide that website where that information can be found, just to be tabled as well?</p> <p>Ms Brighton: Certainly.</p>	50	5/06/2024
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SQ24-000715	Department of Education	Penny Allman-Payne	Teach for Australia - Cost per student	<p>Senator ALLMAN-PAYNE: The total funding supplied by the Commonwealth for that cohort was \$77.5 million. Again, if I've done my maths correctly—I'm just aware there'll be students out there who'll be expecting that I will have done my maths correctly—for every program participant still teaching in schools, the Commonwealth spent \$109,000 per teacher. Is that good value in terms of training teachers?</p> <p>Mr Cook: Again, that would be an opinion, but I will talk about evaluation because we have looked at this issue of cost effectiveness. I know we've done a series of evaluations on Teach for Australia. I might hand over to Ms Birmingham for this one.</p> <p>Ms Birmingham: I couldn't comment on the \$109,000 figure, but it's true that the cost per student has been coming down over time for Teach for Australia. Initially, when they were setting up—I think it was more than ten years ago when they were starting their operations—that was the figure that was being provided per student. But, over time, I think it's come down to somewhere in the order of \$50,000 per student.</p> <p>Senator ALLMAN-PAYNE: On notice, would you be able to let us know what the cost per student currently is?</p> <p>Ms Birmingham: Sure.</p>	54	5/06/2024
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SQ24-000716	Department of Education	Jacinta Nampijinpa Price	Consultation on the Boarding options for First Nations students in Central Australia Review	<p>Senator NAMPIJINPA PRICE: Obviously I live in Alice Springs. I am a local on the ground; I know what the needs are of the schools. I live in the community; I'm a graduate of Centralian College myself. What appears to be clear is that the funding which was meant to directly improve issues with regard to community safety seems to be now being used as a top-up for the Territory government. Obviously when you live in a community you want to see these changes occur for the benefit of these children, and what I see in much of this is that certainly some of our most vulnerable are still missing out in the case of this funding. Who has responsibility in this area as well to ensure these projects are in fact going to deliver the outcomes these kids require within in the community? That moves me on to my next line of questioning around the Central Australian Boarding Response Fund, which I will get to in just a moment. On the review that resulted in the fund in the first instance, Minister Clare and Minister Burney announced a review into boarding options for First Nations students in Central Australia on 17 October 2023. I would like to know who the lead agency was on this review. Was it education, was it NIAA or was it the Territory government?</p> <p>Mr Mudford: It was a joint analysis undertaken by officials from the National Indigenous Australians Agency, the Commonwealth Department of Education and the Northern Territory Department of Education.</p> <p>Senator NAMPIJINPA PRICE: How much funding was provided in undertaking this review?</p> <p>Mr Mudford: There was no specific funding provided for the review. It was undertaken within existing resources.</p> <p>Senator NAMPIJINPA PRICE: So it was completely internal within NIAA?</p> <p>Mr Cook: My understanding is officials of the three agencies were involved as well.</p> <p>Mr Mudford: Yes, and they engaged in consultation with a range of stakeholders, including the three schools that were identified in the minister's original media release on 17 October, being Yirara College, St Philip's College and Yipirinya School. Officials also engaged with the Central Australia Plan Aboriginal Leadership Group and a range of other organisations or stakeholders that have an interest in boarding or in access to education in Central Australia.</p> <p>Senator NAMPIJINPA PRICE: Did that include isolated children in the Northern Territory?</p> <p>Mr Mudford: I would have to double check my notes, but, yes, I believe that the Isolated Children's Parents Association were engaged.</p>	58-59	5/06/2024
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SQ24-000717	Department of Education	Larissa Waters	Rapid Review of Respectful Relationships Education (RRE) and National RRE Framework	<p>Senator WATERS: Good afternoon, everyone. I have some questions about two programs that were funded in the October 2022 MYEFO: the Monash Gender and Family Violence Prevention Centre, doing a rapid review of respectful relationships education, and, alongside that project, Monash's Rapid Review of Respectful Relationships Education and National RRE Framework. I'm interested in the progress of those projects, to start off with.</p> <p>Ms Brighton: We appreciate the question. The budget announcement was \$83 million over six years. That work has progressed at pace. There are a couple of components to that. We stood up the National Respectful Relationships Education Expert Working Group, which has a very long acronym. They have met about seven times. They have done a detailed assessment about what are the parameters, the guidelines and the framework that needs to sit around high-quality evidence based respectful relationships education in schools. As part of that work Monash was commissioned to do a rapid review about materials that were available to look at—not only best practice, but what were the gaps in the existing materials and what were the areas for further improvement. That work was completed in, I think, October, Dr Hunter?</p> <p>Dr Hunter: Yes.</p> <p>Ms Brighton: And then the expert working group have been reviewing that and they have been working on a national framework to guide respectful relationships education since then.</p> <p>Senator WATERS: I have a few follow-up questions. Is the first rapid review publicly available now that it has been completed?</p> <p>Ms Brighton: I'll just see if Dr Hunter knows the answer to that question. We have certainly distributed it to the working group and it has been a key pillar. I'll take that on notice, and if I can resolve that in this session I'll let you know.</p>	61	5/06/2024
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SQ24-000718	Department of Education	Sarah Henderson	Schools Upgrade Fund - targeted round	<p>Senator HENDERSON: Thank you. I want to return to the Schools Upgrade Fund and refer to the QON response SQ24000012 in relation to round 1A. These are the government's election commitment projects. Of the 220 projects on your list, only 145 are complete more than two years after they were announced. How many additional projects have been closed since you provided this response—or completed?</p> <p>Mr Cook: I'll ask Mr Donovan to provide you an update.</p> <p>Mr Donovan: As at the end of last month we have 162 of those projects complete. That's about 74 per cent at this stage. There may be others that are complete and haven't yet completed their paperwork to us, which is the closure reporting that indicates to us that they are complete. So we know that at least 162 are complete, if you like. There might be other projects that are complete but we just haven't received their closure reporting paperwork yet from that school.</p> <p>Senator HENDERSON: Are you able to on notice provide a list of those schools and the projects that have been completed?</p> <p>Mr Donovan: Yes, I think we can provide an updated list—</p> <p>Senator HENDERSON: If you can do that now, that would be even better.</p> <p>Mr Donovan: I think we'd have to take it on notice to provide the full list.</p> <p>Mr Cook: We will take it on notice—the details of each individual school you've asked for—who have now completed since we last provided the information.</p> <p>Senator HENDERSON: I'm just having a look at the list that was attached to the question on notice. I note that Ngunnawal Primary School was missing from the list. This school was to receive \$50,000 for a shade structure as announced by Mr Leigh MP, the member for Fenner, on 12 May 2022. Is this project on your list? Or has it been removed?</p> <p>Ms Brighton: Can I just confirm. I may have misheard you. Did you say Ngunnawal Primary School? Senator HENDERSON: Yes, that's right.</p> <p>Mr Donovan: If it's not on the list of the 220 projects, then it is not a funded project under the Schools Upgrade Fund targeted round—unless there is an administrative error that we're not aware of, but I don't think that has occurred with this list.</p> <p>Senator HENDERSON: I'm looking at a post by Mr Leigh from 12 May. There was a pledge for nine Canberra schools. I'm just wondering if perhaps there's someone who could check on that. Was that ever on the list?</p> <p>Senator Chisholm: What year was that? You said 12 May.</p> <p>Senator HENDERSON: It was 2022. There were also three additional</p>	63-64	5/06/2024
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				<p>projects not previously included in the lists that you submitted to prior estimates hearings. They appear to be new projects. The North West Support School in Burnie has \$32,500, the North West Support School Devonport campus has \$18,000, and Wagaman Primary School has \$30,000. Were they election commitments? I just want to understand how they appeared on the list.</p> <p>Mr Donovan: All of the projects on the list of schools provided in that QON that relate to the targeted round are election commitments. I can't provide the detail on those schools in this estimates hearing. We can take it on notice to provide further information about those schools, but all of the 220 listed here were election commitments and are funded under the targeted round on that basis.</p> <p>Senator HENDERSON: Are you aware of whether those projects have been added?</p> <p>Mr Donovan: The targeted round started out with 215 projects, initially. Five projects were added, which I think we might have discussed at a previous estimates hearing. They were transferred to the Department of Education from the department of infrastructure as part of the budget last year—the 2023-24 budget. Those five projects were added, equalling 220 projects. There have been no other projects added to the Schools Upgrade Fund targeted round.</p> <p>Senator HENDERSON: Could you just find out about those three school projects. Mr Donovan: Of course.</p>		
SQ24-000719	Department of Education	Sarah Henderson	Projects not covered in Schools Upgrade Fund	<p>Senator HENDERSON: There are two projects we have identified that don't appear to be covered in this closed round. There's \$50,000 for Thornbury Primary School toilets, announced by Ms Kearney on 27 April, and \$50,000 for East Hammersley Primary School for a green, sustainable classroom, announced by Ms Ali on 5 May. Where are those two projects?</p> <p>Mr Donovan: I can speak about the projects that are funded through the Schools Upgrade Fund targeted round or open round, or the more recently delivered round 2, but I don't have any information about the commitments you are referring to there, which don't appear to be funded through this particular mechanism.</p> <p>Senator HENDERSON: These two projects were announced by Labor when it was in opposition. They're both school projects. Have they ever been on your list? Were they submitted or considered? What's happened to those school projects? Are they not being delivered?</p> <p>Mr Donovan: I am not aware of those projects.</p>	64-65	5/06/2024

				<p>Senator HENDERSON: Secretary, do you know anything about these projects?</p> <p>Mr Cook: I don't. We're happy to take it on notice. As I indicated earlier, the process would have been that commitments would have gone through a budgetary process. The government then makes decisions about those commitments.</p> <p>Senator HENDERSON: Is there anyone in your team who can check this out? Obviously, I'm sure, Minister Aly and Ms Kearney would have been very keen for those projects to be funded, so what's happened to them?</p> <p>Mr Cook: I can assure you Mr Donovan is the expert at the table in relation to this. We have no knowledge, but we're happy to take it on notice to see what we can find out.</p> <p>Senator HENDERSON: Could you maybe ask someone in your team, to the best of your ability, to come back this afternoon so we can understand?</p> <p>Mr Cook: I have taken it on notice, but it may take longer than this afternoon. We have taken it on notice and will get that information on notice.</p> <p>Senator HENDERSON: If you've got any correspondence between the minister's office in relation to those two projects, could I also ask for that correspondence? If for some reason they haven't been funded, I'm sure there should have been some fairly robust correspondence to the minister. I'm going to table documents in relation to these commitments as well....</p>		
SQ24-000720	Department of Education	Sarah Henderson	Additional costing allocation for Schools Upgrade Fund	<p>Senator HENDERSON: How do you know there's been an increase in the cost of the project?</p> <p>Mr Donovan: We engage with schools directly but more regularly with the school building authority in each jurisdiction to make sure that the commitments that the government has made through all three rounds of the Schools Upgrade Fund are being delivered. As part of those engagements, school building authorities, state departments or individual schools will notify us of any issues. In this case, the Victorian School Building Authority is the relevant authority that oversees capital upgrades in Victoria. They engage fairly regularly with us about the progress of these commitments and will notify us of any issues that are merging.</p> <p>Senator HENDERSON: But it's the case that there was no costing of this project when announced by the then Labor opposition. There's no assessment of the costs of these projects, is there?</p> <p>Mr Donovan: I think the evidence the secretary provided earlier about Mount Eliza would also apply to Croydon Primary School in this instance.</p>	65	5/06/2024

				<p>The original costs were made by the then opposition as part of election commitments. They then went through a budget process when the then opposition was elected. That is the process to agree those costs.</p> <p>Senator HENDERSON: I'm not asking about the budget process. I'm asking about verifying the costs. If there's no verification by the department of the cost of the project, can you please explain the nature of the cost increases?</p> <p>Mr Cook: Two quick things: the department doesn't verify election commitments.</p> <p>Senator HENDERSON: I'm not asking that. I'm asking about verification once the government was elected. I'm asking about the department's role in verifying the cost of the project.</p> <p>Mr Cook: And we explained that that process is undertaken through the budget process, as it is for any election commitment.</p> <p>Senator HENDERSON: No, I'm talking about costing the actual project. What I'm asking— Mr Cook: My answer is the same.</p> <p>Senator HENDERSON: is not your budgetary process about allocating cost. I'm asking about the actual verification of the actual costs of the projects. How much does it cost to build what the then Labor Party promised it would deliver?</p> <p>Mr Cook: I think my response is not different.</p> <p>Senator HENDERSON: Could you please provide all relevant documents in relation to requesting the additional funding, including the evidence of the cost increases in this project?</p> <p>Mr Cook: We will take on notice information that we have, absolutely.</p>		
SQ24-000721	Department of Education	Sarah Henderson	Targeted round project - Greenwood College	<p>Senator HENDERSON: Thank you for that. I want to move now to SQ24-000013. You've advised that the targeted round project for Greenwood College is to repair and refurbish the female and male student change rooms and toilets of existing swimming facilities at the school. Could you provide more information on that project?</p> <p>Mr Donovan: I don't have with me here today more specific information than we provided on notice in response to that question. We can seek to provide on notice any further information we have about that project.</p> <p>Senator HENDERSON: I'm really confused about this project because, on 15 February in the last estimates, Ms Brighton gave evidence saying that this funding, the \$2 million, was to upgrade swimming facilities at the school. We've now heard that this funding is to upgrade female and male student change rooms and toilets at the swimming facility. Why is it costing so much to upgrade change rooms and toilets? Can you tell me?</p>	66	5/06/2024

			<p>Mr Donovan: I can't give you the specific reasons that the exact cost of this project would be \$2 million, but I imagine there's some infrastructure come complexity in upgrading existing toilets around the swimming facility. There might be other drivers of the cost there. We noted earlier that, in some instances with these school capital upgrades, there's asbestos removal involved. I'm not sure that that is the case here, but those are the types of situations that we have often heard schools run into with these types of upgrades.</p> <p>Senator HENDERSON: As the record will show, over a number of estimates I've asked questions about this project. Initially, the department would not detail the nature of the project. We knew about what this project was because Ms Aly made an election commitment of \$2 million to upgrade swimming facilities. We now find out that it's for toilets and change rooms. Can you provide all details of this project including project scope and the costings? That does seem to be an extraordinary amount of money if it's just for a refurbishment of existing change rooms and toilet facilities.</p> <p>Ms Brighton: Senator, we'll take that on notice. Just to clarify, this project is about upgrading the swimming facilities, and part of the swimming facilities is the refurbishment of the change rooms and the toilets.</p> <p>Senator HENDERSON: But you didn't say that in your last answer, so it just seems to be shifting sands, Ms Brighton. There was no information that this would be an upgrade of toilet facilities and change rooms.</p>	
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SQ24-000722	Department of Education	Sarah Henderson	Instruction received from Minister's Office on projects to be funded under the Schools Upgrade Fund	<p>Senator HENDERSON: I'll take that as a comment, Minister. I want to move QON SQ23-000671. The answer was that you received advice from the minister on what projects were to be funded under this round on 24 October 2022. I asked for a copy of this advice at the last estimates hearing, which you took on notice. It appears you declined to provide this in QON SQ24-000015. Are you able to provide a copy of the instruction you received from the minister's office on 24 October 2022, instructing you and your department on which projects to fund under this round of the Schools Upgrade Fund, being the election commitments round?</p> <p>Mr Cook: Senator, happy to—noting that that's a different question to the one you actually asked last time. My understanding is I was asked to provide the advice that came to me, and our answer is that I didn't actually receive any advice. That's the question you asked. That's the question we answered. We're happy to take on notice the question you've now asked in relation to that and provide that.</p> <p>Senator HENDERSON: So every time I say, 'What came to you?' I now have to say, 'What came to you or any other person in the department?'</p> <p>Mr Cook: Sorry, to be very clear, the transcript from the last hearing is: Secretary, the department advised you that it had received confirmation of the projects to be funded through this round from the minister's office on 24 October 2022. Can you please table this advice?</p> <p>The advice is 'the department advised you'. The department did not advise me, Senator, and that's what we responded.</p> <p>Senator HENDERSON: Anyway. Look, I will—</p> <p>Mr Cook: I'm happy to take on notice what you've asked for—</p> <p>Senator HENDERSON: I would appreciate if you could provide that full information.</p> <p>Mr Cook: Sure.</p>	66-67	5/06/2024
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SQ24-000723	Department of Education	Sarah Henderson	Schools Upgrade Fund - open round	<p>Senator HENDERSON: Can I go to round 1B, the open round, which is providing grants of up to \$25,000 per school. These projects were all due for completion by 31 December 2023. Were all projects completed by that date?</p> <p>Mr Donovan: The round 1 guidelines, in relation to the open round, specify that the funding should be spent or be committed to be spent under section 70 of the guidelines by 31 December 2023, as you've outlined. That allows for a school to have spent that money or have committed to spend that money, but the guidelines don't say that the project must be completed by 31 December 2023. The guidelines also allow that, in exceptional circumstances, under section 74, schools may request an extension to the timeline to spend, or commit to spend, their money in instances where the complexity of the project has increased, where labour shortages have affected the delivery of the project or where other factors are at play. Despite that, we have seen that more than two-thirds of open round projects, or schools awarded funding under the open round, have already submitted their final closure report paperwork to the Commonwealth, confirming not only that they did meet that aspect of the guidelines but also that the project has been completed.</p> <p>Senator HENDERSON: As part of the assurance and acquittal process, your department was going to undertake a sample-check of 10 per cent of funded projects. Has this been undertaken?</p> <p>Mr Donovan: We are going through those assurance processes now and we will continue to do so as more projects are completed. We have an active monitoring program on some of the higher value projects in round 1 of the Schools Upgrade Fund. All schools are required to complete financial acquittal of their projects and to submit closure reports. We are actively following up with many schools to request further information such as invoices and photos of completed projects to ensure that those projects were completed with the funding expended as allocated and completed according to their scope.</p> <p>Senator HENDERSON: Can you provide a list of schools which were sample-checked? Can you provide the committee with an update as to the samples that you've done, the work that you've done, in terms of acquittal of these funds?</p> <p>Mr Donovan: Absolutely. I don't have that with me, but we can provide that on notice.</p> <p>Senator HENDERSON: In terms of compliance, were there any issues that</p>	67-68	5/06/2024
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				<p>were found—projects that were either not delivered, out of scope or underfunded? Are you able to detail what your findings have been?</p> <p>Mr Donovan: Through the Schools Upgrade Fund open round?</p> <p>Senator HENDERSON: Through the open round.</p> <p>CHAIR: You have got two more minutes, Senator Henderson.</p> <p>Senator HENDERSON: I'll try and get through as quickly as I can, Chair.</p> <p>Mr Donovan: Senator Henderson, I think we can provide that information on notice as part of the information we'll provide you about that compliance work against the Schools Upgrade Fund open round.</p> <p>Senator HENDERSON: Can you also detail the compliance method that was used? Mr Donovan: Of course.</p>		
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SQ24-000724	Department of Education	Larissa Waters	Consent and Respectful Relationships Education funding	<p>Senator WATERS: ... You're saying that they will complete their work and it will be published in the second half of this year. How do you decide, of that \$77 million, who gets what? Is that using an existing funding formula?</p> <p>Ms Brighton: I'll go to Dr Hunter.</p> <p>Dr Hunter: There is a financial agreement with the states and territories that is available on the FFA website. It sets out the money that is available by sector and by jurisdiction, for the period 2023-24 to the 2027-28 financial year.</p> <p>Senator WATERS: And is that the broader funding agreement for schools? Or is that a specific funding agreement just for RRE?</p> <p>Dr Hunter: This is just for RRE.</p> <p>Senator WATERS: Just for RRE? Thank you.</p> <p>Mr Cook: If you go to the Federal Financial Relations website, it will tell you what every state is getting and it will tell you what the money is to be spent on. So it's actually under the Federal Financial Relationships it's called the Consent and Respectful Relationships Education Federation Funding Agreement.</p> <p>Senator WATERS: Okay. I'll be able to hear you when I read back the transcript and then I'll find that link.</p> <p>...</p> <p>Senator WATERS: I'm sorry. I found that \$77 million table that you referred me to and I've just had a quick squiz at it. Being from Queensland, I worked out what it meant for each school in Queensland. It's about \$2,000 each year for the first three years, and it's about \$830 for years 4 and 5. What is that actually for? Is that meant to be training the teachers to deliver this material or is that to pay for external providers to come in and deliver the material? How many hours does that equate to of RRE that kids will get?</p> <p>Ms Brighton: Dr Hunter will come to the table. This is on top of the existing work that is happening in schools at the moment. Schools will have the opportunity to use this in a way that's going to work with their context. It could be bringing in external experts; it could be giving teachers release time to do further professional development and do further work across the school. So there are a whole range of different ways they might be able to be used.</p> <p>Senator WATERS: Will the school get to choose that themselves?</p> <p>Ms Brighton: That is right.</p> <p>Senator WATERS: Do you have anything you can add to that? You said it added to existing measures. On notice could you detail for me what those</p>	68-69	5/06/2024
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				<p>existing funding amounts are. Again, I'm interested to know roughly what it means for each individual school and what it enables to be done.</p> <p>Ms Brighton: We're happy to take it on notice, and we can talk about what respectful relationship education looks like. The way the SRS funding works, it's not a specific line item. Schools are provided with their global funding and expected to implement the curriculum and a range of programs in schools to ensure that kids are learning and growing.</p> <p>Senator WATERS: So the \$77 million is in fact the only specific funding for RRE.</p> <p>Ms Brighton: Yes.</p> <p>Senator WATERS: Interesting.</p> <p>Senator Chisholm: Federally that would be.</p> <p>Ms Brighton: Yes, federally.</p> <p>Dr Hunter: I will add that we are working with states and territories around the implementation of this measure. The department's in receipt at present of 18 implementation plans from the states and territories. Sixteen of them have been received in the last week. So we are working through what is a large amount of information that has come from states and territories that will help us to be able to add articulate exactly the activities that are to be funded. But, as Ms Brighton said, these are additional activities relative to current activities in jurisdictions.</p> <p>Senator WATERS: Did the working group itself advise on whether the \$77 million was sufficient or should in fact be a different amount?</p> <p>Ms Brighton: I'm not aware of the detailed discussions of the working group on that matter. We'll have to take that on notice.</p> <p>Senator WATERS: Yes, please. Thank you.</p>		
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SQ24-000725	Department of Education	David Pocock	Brindabella Christian College - board appointments	<p>Senator DAVID POCOCK: ... I'm interested in whether you have an update on any new appointments to the board. How many members are there currently?</p> <p>Ms Beutel: I don't think I have that information with me.</p> <p>Senator DAVID POCOCK: Maybe take it on notice.</p> <p>Ms Beutel: Yes. It will be on the ACNC website.</p> <p>Senator DAVID POCOCK: I note that the board's skill set was something that was under scrutiny. Can you inform the committee on notice whether that's been rectified to include someone with experience in accounting and finance? Again, you may have to take this on notice: has the executive principal been appointed a member of the board or invited to attend meetings?</p> <p>Mr Cook: We'll take that on notice.</p>	70-71	5/06/2024
SQ24-000726	Department of Education	Kerrynne Liddle	Evaluation of the Good to Great Schools program	<p>Senator LIDDLE: I've been able to see that there are evaluations of the flexible literacy program in 2015, 2016 and 2017. When was the last evaluation of the Good to Great Schools program?</p> <p>Ms Birmingham: There's an evaluation that will be done across the three First Nations literacy initiatives that will be conducted. It's ongoing now, and it will be conducted over the next year or so. With this extension, that provides an opportunity to have a bit more data from this program that will inform that evaluation. That will come together in one report.</p> <p>Senator LIDDLE: I'm trying to understand this. The good to great program started with the coalition government. Are you saying that there hasn't been an evaluation to date but now there's another rollout of additional money?</p> <p>Ms Birmingham: I believe there was an evaluation a little while ago. I haven't got detail on that here but I'm happy to take the findings of that on notice, unless Mr Mudford can help.</p> <p>Mr Mudford: I was just going to say that, in terms of the current evaluation, we've engaged ACER and Ninti One to undertake an evaluation of the schools measures included in the first Commonwealth Closing the Gap implementation plan. The Good to Great Schools work that Ms Birmingham referred to is one component of that, and there are two other measures that will be evaluated. That evaluation will run until 2026, and there will be a series of formative reports each year and then a summative report at the end of that evaluation.</p> <p>Senator LIDDLE: In all of what you've just told me, though, good to great hasn't been evaluated, or are you going to give me a date for that? There's been additional funding given for good to great. I'm assuming you've taken</p>	71-72	5/06/2024

				<p>that evaluation into account in determining that they should have an additional two years of funding. It just seems that you're talking about an evaluation being done now but the funding has already been committed for that particular task.</p> <p>Ms Birmingham: There was an evaluation done some years ago on good to great, and I'm happy to take on notice the detail of that. I just don't have that with me.</p>		
SQ24-000727	Department of Education	Sarah Henderson	Studio Schools Australia - Drennan Consulting	<p>Senator HENDERSON: This is a letter from the chair of Studio Schools, Professor Jennifer Westacott AO. She has indicated that Drennen Consulting has been not engaged since 30 November 2021. Then there was an employment agreement entered into between Studio Schools and Dr Helen Drennen, the current CEO, on 1 December. Jennifer Westacott is saying there is no conflict of interest, but do you know if there were any other arrangements or any other contracts at all over this period of time involving either Drennen Consulting or the CEO, Ms Drennen?</p> <p>Ms Beutel: Not that we're aware of. Studio Schools of Australia became an approved authority on 1 July 2022 and so that's the period we're looking at with the information that we've requested from Studio Schools of Australia. In their letter there, they have said that they haven't entered into any more consultancies with Drennen Consulting since that time.</p> <p>Senator HENDERSON: Are you able to provide the committee with information as to how much money has been paid to Drennen Consulting?</p> <p>Mr Cook: As an approved authority, I think the answer is zero.</p> <p>Ms Beutel: Since 1 July.</p> <p>Mr Cook: That's right. We can only deal with it as an approved authority because it didn't exist in terms of Commonwealth funding beforehand, from our perspective, as an approved authority. I'm happy to take it on notice.</p> <p>Senator HENDERSON: Secretary, you are investigating this—</p> <p>Mr Cook: As an approved authority from 1 July 2022.</p> <p>Senator HENDERSON: You're investigating Studio Schools. Obviously, I've raised a number of concerns about excessive expenditure for salaries paid to the CEO and to the chief operating officer, which we've now seen are something like \$915,000, and roughly \$715,000 going to the chief executive officer over 18 months. There were a range of other concerns that I raised</p>	74-75	5/06/2024

			<p>about expenditure, and this stemmed from the fact that there was a \$100 million cost blow-out and two of the studio schools that were meant to be built in remote areas in the Pilbara and East Arnhem Land have not proceeded. We were obviously very concerned about the scale of the cost blow-out, which is what initially alerted me to the fact there might be a problem. So, are you able to provide on notice how much money has been paid to both Drennen Consulting and Ms Drennen?</p> <p>Mr Cook: We can ask the approved authority. I'm not sure we can compel them. Senator, the point I'm trying to make is our role is when the school becomes an approved authority. It became an approved authority on 1 July 2022. The letter has said there's been no funding going to Drennen Consulting Services since the approved authority operated. I hear what your question is asking. We'll see what we can do, but our regulatory regime is about the approved authority, which came into place on 1 July 2022.</p> <p>Senator HENDERSON: But I'm also asking about your responsibilities, as the department, providing grant funding to any organisation, irrespective of whether they are an approved authority or not. There was obviously significant grant funding provided. I'm seeking information in relation to those payments because I've had a look and you have provided a lot of information on the financial statements. There is around \$1.3 million that has been paid for professional consulting, but it's unclear where that money has gone.</p> <p>Mr Cook: So you'd like that broken down?</p> <p>Senator HENDERSON: Some of it has been broken down, but it's not clear from the accounts where it has all gone, except that Drennen Consulting did receive 98.5 per cent of the funding for governance framework and school systems design, which amounted to \$54,543. I think the major concern with that was the conflict of interest. We've now seen that, prima facie, this occurred before Ms Drennen became the CEO, which does give me some comfort, but I am concerned to understand more details in relation to the operations of Studio Schools. At the end of the day this is about disadvantaged Indigenous children in remote areas of this country who've missed out on boarding schools, and we are concerned about ensuring that schooling of these children is supported.</p> <p>Mr Cook: We'll take on notice how much went to Drennen Consulting, was the first part. The second part was? I'm sorry; I can't remember the second part of the question. It will be in the Hansard; we can look into it.</p>	
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SQ24-000728	Department of Education	Sarah Henderson	Studio Schools Australia - Yiramalay upgrade costs	<p>Senator HENDERSON: Could you update the committee on the status of the construction of the two remote boarding schools for the Pilbara and East Arnhem Land.</p> <p>Mr Harding: I have an update on the Manjali site and the Indigenous Education and Research Centre. Basically, Studio Schools of Australia on 22 March 2024 entered into a final agreement with Hutchies, with a contract price to deliver those facilities. For the Manjali site the final price that they agreed on was \$40,011,027, and for the IERC it was \$4,470,212, which totals \$44,481,239. When you add in contingencies and pre-tender costs in that space, it gets you to \$50,292,750, which is inside the budget of \$50.3 million allocated for those facilities.</p> <p>Senator HENDERSON: There is quite a significant balance remaining in what was allocated to Studio Schools by way of Commonwealth funding, which was in excess of \$70 million. I'm just trying to find the exact figure. Can you remind me what that figure was.</p> <p>Mr Cook: I think it was \$70.8 million.</p> <p>Ms Brighton: Senator, your recollection is correct. It was \$70.8 million, and that included building the new residential boarding school on country at Manjali. It also included the upgrade of the facility at Yiramalay. You might recall that was going to need a fair bit of an upgrade. It includes the establishment of the Indigenous Education and Research Centre and also had some operational costs as part of that.</p> <p>As Mr Harding said, the work on Manjali is well advanced, there's a contract in play, and Studio Schools have advised us they are on track for opening in January next year as had been their plan. That work is a combination of modular and prefabricated buildings. A series of upgrades to Yiramalay School have already been completed, including security, ablutions and ICT infrastructure. The second part of that upgrade is in progress this year and into early next year. That includes things like basketball courts, oval, bore water upgrades and things like a commercial laundry. It's necessary for any boarding school to have proper facilities around laundering.</p> <p>Senator HENDERSON: What's the cost of those upgrades?</p> <p>Ms Brighton: I don't have the detailed breakdown with me. If Mr Harding doesn't have them before him, we can get that with you.</p>	76	5/06/2024
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SQ24-000729	Department of Education	Sarah Henderson	Studio Schools Australia - funding and costs	<p>Ms Brighton: If I recall correctly, we've gone through this in quite some detail in the previous hearing. We're happy to go back to the previous advice that we've provided and the detail in the question on notice that I think we responded to, if my memory is correct, where we have broken down the components of that budget allocation and the detail in that.</p> <p>Senator HENDERSON: Well, you've just given evidence today that these costs have changed. The purpose for me asking these questions—not the ones for the \$16.2 million but the ones in relation to the costs of the construction of two of the projects—is to get an update on all of the costs in relation to the allocation of funding to Studio Schools and to understand where all the money is being spent. If you could update the committee on that, I would be most grateful.</p> <p>...</p> <p>Ms Brighton: I don't think I said that the costs have changed. The costs haven't changed according to what I've got before me.</p> <p>Mr Harding: The costs haven't changed. I'll just give you an update on contracted prices that sit inside what was allocated, which was \$50.3 million. It includes half a million dollars of donation funding. It all reconciles in how the project has been run. There's no change in costs.</p> <p>Senator HENDERSON: Could you provide that further information about the actual projects and the scope of the projects, including the donation that's been received.</p>	76-77	5/06/2024
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SQ24-000730	Department of Education	Matthew O'Sullivan	National Teacher Workforce Action Plan	Senator O'SULLIVAN: ... Can I get you to take on notice, because I'm conscious of time, an update on the progress of each action item from the national teacher action plan? Can I also include the allocated budget, the amount expended to date and progress of implementation? Ms Brighton: Certainly. Mr Cook: Do you mean the National Teacher Workforce Action Plan? Senator O'SULLIVAN: Yes, the National Teacher Workforce Action Plan	85	5/06/2024
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SQ24-000731	Department of Education	Matthew O'Sullivan	Enrolment projections for government and non-government schools	<p>Senator O'SULLIVAN: This is a very quick question. Budget paper No. 1, page 98 notes, 'Payments relating to non-government schools are expected to increase by \$136.7 million in 2024-25 and \$1.7 billion over five years to 2027-28 due to revised enrolment projections.' Is that because we are seeing an increase in students enrolling in non-government schools?</p> <p>Mr Cook: It's a few things. Part is us relooking at the trends in relation to new enrolments between government and non-government. Part of it is also about students with disability. We talked about some of those things earlier. But again, Mr Donovan can provide a bit more detail to assist you.</p> <p>Mr Donovan: Yes. Over the last three years we have seen higher-than-usual rates of enrolment growth in non-government schools, above two per cent a year compared to a historical trend of around 1 1/2 per cent a year. Our enrolment projections over forward estimates have been updated to reflect that stronger-than-usual growth may continue to the medium term.</p> <p>Senator O'SULLIVAN: Are you able to provide enrolment projections for government and non-government schools for each year over the next five years? I am happy for you to take it on notice, if that would make it more efficient. What I would really like to see is what the projections were in the 2023-24 budget and what they are now in the 2024-25 budget to see how it's changed.</p> <p>Mr Donovan: Understood. Would you like us to compare the projected funding figures in each year?</p> <p>Senator O'SULLIVAN: I am after the funding matters but also the variation on the enrolment projections.</p> <p>Mr Cook: We gave you those in the bundles of materials that you asked for. I've got here: question 3— schools—projected enrolments over forward estimates for government and non-government.</p> <p>Senator O'SULLIVAN: Yes, that is for now. Is that right?</p> <p>Mr Cook: We have '24, '25, '26, '27, '28.</p> <p>Senator O'SULLIVAN: What were they in 2023-24? I want to see the comparison, how it changed.</p> <p>Mr Cook: You have everything except for 2023.</p> <p>Senator O'SULLIVAN: Yes.</p> <p>Mr Cook: I'm with you. The 2023 data, we can do that.</p> <p>Senator O'SULLIVAN: Is that something you can give me now?</p> <p>Mr Cook: I don't think we have it now.</p> <p>Senator O'SULLIVAN: No problem.</p>	85	5/06/2024
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SQ24-000732	Department of Education	Sarah Henderson	NSRA - correspondence between the Commonwealth and the states	<p>Senator HENDERSON: Thank you, Chair. Secretary, I realise Senator Allman-Payne asked many questions about the National School Reform Agreement. I want to pick up on a couple of issues quickly. Given it is more than two years since the Albanese government was elected, have there been any reforms agreed between the Commonwealth and the states and territories as part of the National School Reform Agreement—agreed but not announced?</p> <p>Mr Cook: Is that the new agreement?</p> <p>Senator HENDERSON: That is right.</p> <p>Mr Cook: No.</p> <p>Senator HENDERSON: When will those reforms be agreed? Do you have a timeline? I understand that the agreement has to be signed by the 31 December, but schools are becoming increasingly concerned in some school systems about the length of time this is taking. Do you have a timeline?</p> <p>Mr Cook: We are working very closely with our state and territory counterparts. As we indicated, Ms Brighton meets almost weekly with states and territories. I said this morning, substantial work has now been undertaken. We're reaching the final stages. I am sorry I can't give you a timeline because it is up to state and territory ministers in their final decision, but we are well progressed in the work that we are doing. As you said, the absolute deadline is the end of the year. We anticipate agreement—our goal would be agreement—before the end of the year, of course.</p> <p>Senator HENDERSON: On notice, can you provide all correspondence between the minister and the state and territory education ministers and also between secretaries of departments concerning the current National School Reform Agreement?</p> <p>Mr Cook: I'm happy to take it on notice.</p>	85-86	5/06/2024
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SQ24-000733	Department of Education	Sarah Henderson	EMM - minutes and agenda	<p>Senator HENDERSON: My team might be able to help me. I was looking for the reference. I did ask last time about the tabling of the minutes and the agenda for the education ministers' meetings. We didn't get a fulsome response. Could you explain why you weren't able to provide that information?</p> <p>Mr Cook: I think we provided you the communique, which is effectively the agendas and the detail around them. That's the response that was approved and agreed by the minister.</p> <p>Senator HENDERSON: We weren't asking for the communique; I was asking for the minutes and the actual agenda. They were not provided.</p> <p>Mr Cook: I don't think there are minutes as such. It is the communique that is effectively the overview of the meeting.</p> <p>Senator HENDERSON: There's a difference between the communique, which is the agreed position, and the minutes. So are you saying there were no minutes taken at this meeting?</p> <p>Mr Cook: Sorry, I will need to ask the people who actually do the meetings.</p> <p>Ms Mohr: Primarily the way we record the discussions at meetings is through actions and resolutions, so that is a document that we turn around and use as our record of things that have been decided and next steps. The communique lines up with the actions and resolutions we take at the meetings.</p> <p>Senator HENDERSON: Yes, I understand that. Secretary, I will revert back to you, being the boss. We are seeking the agenda and the minutes of meetings for each meeting of federal, state and territory education ministers since 1 July 2022. It's incumbent on the department to respond and provide those documents under the Senate rules.</p> <p>Mr Cook: It is actually the minister, not the department.</p> <p>Senator HENDERSON: I beg your pardon?</p> <p>Mr Cook: To be clear, it is the minister, not the department. It's the minister's comms. The minister signs off on the comms, not the department.</p> <p>Senator HENDERSON: It is incumbent on the minister to provide—</p> <p>Mr Cook: Sure.</p> <p>Senator HENDERSON: You're saying it is really the minister's fault?</p> <p>Mr Cook: No, I am saying it is the factual information, as outlined in the witness statement.</p> <p>Senator HENDERSON: I thought that was a hand pass.</p> <p>Mr Cook: I'm happy to outline for senators and remind departments that</p>	86-87	5/06/2024
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				<p>QONs are not department QONs; they are minister QONs. Last week there was a series of conversations between senators and departments where senators reminded departments that the QONs are ministers', not departments'.</p> <p>Senator HENDERSON: I go back to the question. The department is required under Senate rules to provide documents unless there is an appropriate reason not to. We have not received the minutes or the agendas. I ask why those have not been provided and for those to be immediately provided to the committee.</p> <p>Mr Cook: I will take that on notice.</p>		
SQ24-000734	Department of Education	Sarah Henderson	Minister for Education EMM - minutes and other matters	<p>Senator HENDERSON: Maybe I'll ask the minister then. Minister, why is the Minister for Education refusing to provide the minutes and the agendas of the Education Ministers Meetings?</p> <p>Senator Chisholm: I saw the evidence of the secretary in regard to minutes. In regard to the other matters, I'd have to take it on notice.</p>	87	5/06/2024
SQ24-000735	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	Staff travel expenses	<p>Senator HENDERSON: Mr Gniel, thanks to you and your team to being here, as always. I'm wanting to go to your travel expenditure. In a question on notice from additional estimates in February this year, your staff travel expense—which is minus the CEO's expenditure—was approximately \$255,000. The reference is SQ-24000136. This is up \$50,000 from your expenditure in May 2023. Why such a significant increase in expenditure?</p> <p>Mr Gniel: Do you mean 2023-24 up until February, and you're looking at the previous year, is that right?</p> <p>Senator HENDERSON: That's right.</p>	88-89	5/06/2024

			<p>Mr Gniel: Are you looking at the CEO travel?</p> <p>Senator HENDERSON: I'm just looking at your response.</p> <p>Mr Gniel: At the CEO travel though?</p> <p>Senator HENDERSON: I'm looking at your staff travel.</p> <p>Mr Gniel: This one is the CEO travel.</p> <p>Senator Chisholm: What number did you say, Senator Henderson?</p> <p>Senator HENDERSON: I said SQ-24000136.</p> <p>Senator Chisholm: That's the one we've got here, which is a different one to the one you're reading out.</p> <p>Senator HENDERSON: The reference is (3) on that answer: total travel cost for all other staff to 29 February 2024 is \$255,000. That's what I'm asking about.</p> <p>Mr Gniel: And you're looking back at previous expenses?</p> <p>Senator HENDERSON: Yes. I'm trying to understand—</p> <p>Mr Gniel: I'm happy to take that on notice and look at what the differences were. Did you say it was \$20,000.</p> <p>Senator HENDERSON: It was \$50,000.</p> <p>Mr Gniel: I'm happy to have a look at whether there's been an increase in—</p> <p>Senator HENDERSON: Are you able to describe the nature of the travel for staff at ACARA?</p> <p>Mr Gniel: Of course. As you know, we're a national agency, so we travel to other jurisdictions from the home base of those staff members to attend national meetings. We also want to make sure that we are cognisant of what's happening around the country. If I can give one example, Minister, I spent a few days in the Northern Territory a couple of weeks ago, specifically to see some of the challenges that are unique to the Northern Territory, which ACARA needs to be aware of when we're producing resources for implementation of the Australian curriculum. That's the same for a number of our staff, as we want them to be understanding of some of the areas that we're supporting in terms of their work, and that does require travel. Again, I'm happy to come back to you with advice on any increase in travel.</p> <p>Senator HENDERSON: Thank you very much.</p>	
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SQ24-000736	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	External retreats for staff	<p>Senator HENDERSON: ... I want to turn to external retreats for staff. I refer to QON SQ24-000162. Your answer states that there's been one external retreat this year, at a cost of \$8,274 for five staff. Does this cost include all travel expenditure, and can you provide details of the retreat—the purpose and duration of the retreat, any agenda and any other breakdown of costs?</p> <p>Mr Gniel: I can. That was before my time, so again I'm happy to take that on notice. But, as I understand it, there was a strategic meeting for the executive leadership team, so there were five staff. You can see the cost there, at \$8,200. It responds to the specifics in that request, which was the cost incurred and the location. As far as I'm aware, that includes all of those expenses.</p> <p>Senator HENDERSON: So it's just a meeting of internal staff members?</p> <p>Mr Gniel: For five people. That's right.</p> <p>Senator HENDERSON: For your executive.</p> <p>Mr Gniel: Yes.</p> <p>Senator HENDERSON: I'm looking at it now. There is some detail. Why do you need to go to the Crowne Plaza in Terrigal at a cost of more than \$8,000 to have a meeting of internal staff?</p> <p>Mr Gniel: Again, I will check whether that includes flights and accommodation as well. Of course, our executive live in a number of different locations across Australia. Again, I wasn't part of the decision at the time, but I can only imagine that that was based on what was the most effective place to meet at that time.</p> <p>Senator HENDERSON: It's a well-known place to have a junket, though.</p> <p>Mr Gniel: Is it?</p> <p>Senator HENDERSON: It is. I'm just wondering why you'd go to a place that is a bit of a holiday destination.</p> <p>Mr Gniel: I really can't comment on that, to be honest. As to whether that was an area where it was easier for the staff to come together, I can't comment on that. Your word, 'junket', is not mine. There were five staff coming together for a—</p> <p>Senator HENDERSON: Well, I'm asking if it was a junket, because it just seems very unusual that, if you're having an internal meeting of executive staff—</p> <p>CHAIR: As a senator for New South Wales, I can tell you any destination in New South Wales is a wonderful place to go to have a conference.</p> <p>Senator DAVEY: I could not agree more, Chair.</p> <p>Senator HENDERSON: It just seems unusual, for an internal meeting, to go</p>	89-90	5/06/2024
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SQ24-000737	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	NAPLAN	<p>Senator HENDERSON: I'm looking at this article, and I'll ask my team to table document 6 'The NAPLAN maths questions that "simply make zero sense"'. It's an article in the Sydney Morning Herald by Robyn Grace which says: High school students are being asked "absurd" and "badly worded" questions in NAPLAN's numeracy exams, but a lack of transparency from the national testing authority is preventing teachers from addressing the issues. So teachers are concerned about the lack of transparency. Can I ask you to address that, please. Mr Gniel: Sure. I am aware of that media article. I thought you may have had something more specific than that, but that is specific—to be clear. I'll ask Mr Dyer to talk about what we do release, in terms of making sure that what we are assessing is clear. I'll ask Mr Dyer to talk about the framework as well.</p> <p>...</p> <p>Senator HENDERSON: Can I just cut in there, because we have a limited time. In this article, there were concerns raised by an expert mathematician Marty Ross, who found that many of the questions were poorly conceived or badly worded, labelling 10 questions as 'appalling'. Across the sector, there have been some serious questions raised about NAPLAN test questions. I particularly refer to the one question referred to in this article about how many triangles and how many squares cover the entire surface of a toy which is in the shape of a prism. There's a lot of conjecture about what the right answer is. It's very confusing, given the illustration. How could something like this be approved? What is ACARA doing to respond to these deep-seated concerns that the questions are not of a sufficient standard?</p> <p>Mr Gniel: Firstly, I don't believe there are deep-seated concerns. I think you have one person who has raised a concern about a single assessment item and perhaps 10 in an assessment from 2016. Mr Dyer has talked about the level of quality assurance that we do for 2024, which, of course, is eight years later than that one. What we want to make clear here is what we are trying to assess. It's really important that we're assessing students' numeracy skills; that's what we all want to know. If there are badly worded questions and we receive that feedback, of course we take that feedback seriously and we look at our processes and do that quality assurance to make sure that is happening to the best of our ability.</p>	90-91	5/06/2024
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				<p>Senator HENDERSON: On notice, could you please provide the committee with what you've done in relation to the concerns raised in this most recent—</p> <p>Mr Gniel: To these concerns from 2016? Do you want me to talk about what we've done from 2016 onwards to improve the quality assurance process?</p> <p>Senator HENDERSON: Yes, please.</p> <p>Mr Gniel: Okay. Yes, sure.</p> <p>Senator HENDERSON: Provide on notice when there have been specific instances raised about badly worded questions—some have been described as 'absurd'—how has ACARA responded? If you could document—</p> <p>Mr Gniel: Yes. I'm happy to provide you with all the detail about what process has been put in place to improve—</p> <p>Senator HENDERSON: If you could document the questions, though, that have been changed as a result of your quality assurance processes.</p> <p>Mr Gniel: Sorry, just be clear on that, you want to know which specific questions—</p> <p>Senator HENDERSON: In relation to questions that have not met the appropriate benchmarks—that have had questions raised about them, whether it's about integrity or accuracy—could you please outline what ACARA has done to remedy or rectify those particular questions.</p> <p>Mr Gniel: Yes. And the improvement process we have put in place.</p> <p>Senator HENDERSON: And the improvement. That's right.</p> <p>Mr Gniel: Yes. Sure.</p>		
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SQ24-000738	Department of Education	Matthew O'Sullivan	ECEC fees	<p>Senator O'SULLIVAN: The government has put aside money to fund wages for early childhood educators. How much money has been put aside for ECE workers?</p> <p>Ms Crane: You're talking about the money that is in the contingency reserve. That would be a question for Treasury and Finance.</p> <p>Senator O'SULLIVAN: So it's in the contingency reserve, is it?</p> <p>Mr Cook: That's right. It refers to that in BP 1 or BP 4. Sorry, I should know. There's a section that talks about early childhood wages and the contingency reserve, and it explains the contingency reserve. I think it's page 225—</p> <p>Senator O'SULLIVAN: Right.</p> <p>Ms Crane: It's page 225 in BP 1, yes.</p> <p>Senator O'SULLIVAN: Is there anything you can tell me about it in terms of what the modelling is and where it's sort of heading?</p> <p>Ms Crane: Not in relation to that. We are continuing to participate in the supported bargaining process, noting that we aren't an actual bargaining party. The Treasurer made that commitment on the government's behalf, noting that in the contingency reserve it's a contribution from government towards a wage increase, obviously noting that that would take into consideration the Fair Work Commission decision that was made earlier this week. So, in terms of the actual decision, there's nothing extra on that. There was also allowance in the budget papers for the department to establish payment processes and staff and other things in readiness for that.</p> <p>Senator O'SULLIVAN: Minister, how much do you think the wages of early childhood educators should increase by?</p> <p>Senator Chisholm: I don't think I'd put a dollar figure on it. Obviously that's a matter that will be worked through. But I certainly value the work early childhood educators do, and I think that's clearly the view of the government, given the support that we provided them previously. But it is an important issue. We want to ensure that those people who help educate and look after our children are well paid, but we also want to ensure that we have a number of people who are prepared to enter that workforce as well, and I think the pay has something to do with that.</p> <p>Senator O'SULLIVAN: Aged-care workers got an increase. Do you think early educators should get a similar increase—if not the same amount then maybe by the same percentage?</p> <p>Senator Chisholm: I don't think the Treasurer would appreciate me</p>	99-100	5/06/2024
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				<p>decision. I know that they said that childcare costs had been cut by 11 per cent following our reforms, so it is important to show that they are working. We want to ensure that families are getting that value through that policy because we understand the tough economic conditions so many families are facing.</p>		
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SQ24-000739	Department of Education	Matthew O'Sullivan	Childcare enrolments	<p>Senator O'SULLIVAN: Oh, sorry. But she wouldn't go beyond that. Has there been an increase in enrolments in centre based day care in January and February 2024 compared to 2023?</p> <p>Ms Crane: The data from January to March this year is not available as yet. The December quarter data is what we have currently available. Would you like that data?</p> <p>Senator O'SULLIVAN: Yes, please.</p> <p>Ms Arcaro: The number of children that were using ECEC over the December quarter increased by 1.1 per cent across the year. The total number is 1.4 million children.</p> <p>Senator O'SULLIVAN: What evidence does the department have that shows the cheaper child care reforms have led to an increase in enrolments?</p> <p>Ms Crane: As Ms Arcaro has just indicated, by comparison to the December quarter previously, there has been an increase in the number of children accessing. There's also been an increase, obviously, in the number of families in there. So, comparing quarter to quarter, which is what we would normally do to look at a comparative period, there is an increase in the number of children and families using.</p> <p>Senator O'SULLIVAN: Has the growth rate jumped in this year? Or is that sort of growth, of one per cent or thereabouts, historical?</p> <p>Ms Crane: It will vary depending on years and other things that are happening within that.</p> <p>Senator O'SULLIVAN: On notice, could we get that annual growth over, say, the last four or five years.</p> <p>Mr Cook: Sure.</p>	101	5/06/2024
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SQ24-000740	Department of Education	Steph Hodgins-May	Interaction between CCP and ECEC Paid Practicum	<p>Senator HODGINS-MAY: Under action FA1-1 under the national workforce strategy, education ministers commissioned research to explore and identify the structural barrier to and strategies for improving pay and conditions in the sector. I understand Macquarie University was commissioned to do that work and it has now been completed. Could you please provide a copy of that study to the committee?</p> <p>Ms Crane: That information is with education ministers, and any release of that report is a decision for those ministers.</p> <p>Senator HODGINS-MAY: Are you able to share what the key conclusions from the study are that are relevant for this committee?</p> <p>Ms Crane: No.</p> <p>Senator HODGINS-MAY: I was going to ask why it hasn't been shared with providers who might benefit from the research, but I'll ask that as suggested.</p> <p>Ms Arcaro: It has been shared with the PC, so education ministers agreed for that to be shared with the Productivity Commission, to feed into their process.</p> <p>Senator HODGINS-MAY: But not providers. Could you please explain how the paid practicum program for teaching students and Commonwealth and state scholarships programs for educators upgrading from diplomas to bachelor programs will interact?</p> <p>Ms Arcaro: I'll have to take that one on notice. I understand that the guidelines for the latter of those are still being determined, but our understanding is that educators will be able to apply for both, probably not at the same time. We know the second one, the scholarships, is means-tested, whereas the workforce one that is run through providers is not.</p>	105	5/06/2024
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SQ24-000741	Department of Education	Steph Hodgins-May	Cheaper Childcare fee increases	<p>Senator HODGINS-MAY: Thank you. I'll go to fees, cheaper child care. The ACCC reported that the average fee increase for fees in 2023 was 10.2 per cent for private providers and 8.1 per cent for not-for-profit providers. Maybe take this on notice if you can't answer now, but could you please provide a range of fee increases? In particular, I'm interested in how many providers had fee increases of above 10 per cent and by how much.</p> <p>Ms Crane: We would have to take that on notice.</p>	105-106	5/06/2024
SQ24-000742	Department of Education	Matthew O'Sullivan	Early Childhood Education course completions and enrolments	<p>Senator O'SULLIVAN: Can I ask about the enrolments into early childhood education fee-free TAFE. We got an answer to a question on notice, SQ24-000361. Is that data that you regularly keep, or do you source that from—</p> <p>Mr Cook: We source that from the Department of Employment and Workplace Relations. Senator O'SULLIVAN: Would you be able to give me updates tonight on that?</p> <p>Ms Arcaro: The most up-to-date numbers that we have are from January 2023 until December 2023. That's the most up-to-date data we have. Those numbers are from the states and territories and indicate that there are 19,200 enrolments in ECEC courses under that program.</p> <p>Senator O'SULLIVAN: You said 19—sorry, the microphone is a little bit soft.</p> <p>Ms Arcaro: I said 19,200.</p> <p>Senator O'SULLIVAN: I'm deaf at the best of times! It's a cavernous room too. To date, how many completions have there been in early childhood education? Previously, on the QON, we had 472. Is there an update to the figure on the number of completions through fee-free TAFE?</p> <p>Ms Arcaro: I would have to take that on notice.</p> <p>Senator O'SULLIVAN: Okay. Since May 2022, how many people have enrolled in an early childhood education university course? From the QON, we had 13,994. Have you got an update on that?</p> <p>Ms Arcaro: I don't have an update with me, so I can take that one on notice as well.</p>	106	5/06/2024

SQ24-000743	Department of Education	Matthew O'Sullivan	Workforce migration	<p>Senator O'SULLIVAN: We had that issue come up yesterday. Thank you. I want to go to workforce migration, if I can before I share the call. With the further increase in the temporary skilled migration income threshold to \$73,000, do you know what kind of effect this would have on the sector? Most educators earn less than that.</p> <p>Mr Cook: The answer is going to be no.</p> <p>Ms Crane: We might have to take that on notice. If we find something in the pack, we will come back to it.</p> <p>Mr Cook: Sorry; what's the question again?</p> <p>Senator O'SULLIVAN: With the further increase to the temporary skilled migration income threshold to \$73,000, do you know what kind of impact that's going to have on the sector? Have you done any—</p> <p>Mr Cook: Any modelling or projections? No.</p> <p>Senator O'SULLIVAN: modelling or projections, given that we know that a lot of early childhood educators are not earning that much money?</p> <p>Ms Crane: We'll see what we can find. We previously answered a similar question a number of sessions ago. We'll see if we have that for you.</p> <p>Senator O'SULLIVAN: While you're looking that up, what sort of reliance on migrants is there in the sector?</p> <p>Ms Crane: From recollection, we are not the same as many other sectors that have a very heavy reliance on migration. There is certainly some, but it is not a significant portion of what this sector uses, in part because of the qualifications that are needed and the standards that need to be met to provide an acceptable level of education and care to children.</p> <p>Senator O'SULLIVAN: Are you working at all with the home affairs department to make sure that we don't lose hundreds of valuable educators?</p> <p>Ms Crane: We are working with Home Affairs.</p> <p>Ms Arcaro: I've found some of those numbers. They're actually from the PC's own modelling and analysis. They found that 28 per cent of migrant early childhood teachers—this is specific to teachers—working in 2021 would have met the new \$70,000 threshold for the TSMIT, compared to 57 per cent prior to the change.</p> <p>Senator O'SULLIVAN: So there are obviously a lot that are not going to.</p> <p>Ms Arcaro: That's right.</p> <p>Mr Cook: I don't know what the numbers are in terms of that percentage.</p> <p>Senator O'SULLIVAN: Is that actually educators, though?</p> <p>Ms Arcaro: That's just teachers.</p>	107-108	5/06/2024
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SQ24-000744	Department of Education	Matthew O'Sullivan	Jobs and Skills Australia core skills occupation list	<p>Senator O'SULLIVAN: Minister, given the current workforce crisis, do you think that we should allow qualified educators to come from overseas to work in services around Australia?</p> <p>Senator Chisholm: I certainly know that has been part of what we've been doing in regard to teachers, who have been playing a really important role. I know that there has been some frustration from jurisdictions about the time that takes. We've obviously inherited a significant challenge across the country when it comes to skills. I think we had a pretty good discussion last night with Jobs and Skills Australia about the work they are doing at the same time, and tonight advice has been provided about what the government are doing around workforce issues in the early childhood space.</p> <p>Senator O'SULLIVAN: You did mention Jobs and Skills Australia. They are considering removing childcare workers from the core skills occupation list for migration purposes. Has the department provided a comment on this proposal?</p> <p>Ms Crane: We would have to take that on notice. You're talking specifically about the proposal to remove—</p> <p>Senator O'SULLIVAN: Have you provided anything to Jobs and Skills Australia?</p> <p>Ms Arcaro: In relation to the removal—</p> <p>Senator O'SULLIVAN: Have you provided any comment on the fact that Jobs and Skills Australia is considering removing childcare workers from the core skills occupation list?</p> <p>Ms Crane: We will have to take that on notice. I do not want to mislead you one way or the other on that. We do a lot of work with Jobs and Skills Australia. Whether we have provided specific comment in relation to that as opposed to the broader engagement that we have, I would have to take that on notice.</p>	108-109	5/06/2024
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SQ24-000745	Department of Education	Perin Davey	Educators providing In Home Care	<p>Senator DAVEY: It's my understanding that when In Home Care was established in 2018 the goal was to provide in-home care for about 3,000 places. If we've only 960—why are we not reaching the target?</p> <p>Mr Cook: So places versus families, I think—</p> <p>Senator DAVEY: Sorry, it's 960 families. Some families might have multiple children.</p> <p>Ms Hill: Correct. Quite a lot have.</p> <p>Ms Crane: Ms Hill, do you want to give the number of children as well, not just families, and then perhaps talk about the places?</p> <p>Ms Hill: Yes. I'll just use an example. In the data we provided on notice this morning, the number of families using it over that six-month period was 1,090, but that equated to 1,970 children, so it's almost twice as many children as families.</p> <p>Senator DAVEY: Which is still below the 3,000-odd places that were targeted. I will go back to educators. Could I get the number of educators that are providing in-home care? Have you got that?</p> <p>Ms Hill: No. That's quite a manual process for us to do, but we can look to do that. It will just take us a little while.</p> <p>Senator DAVEY: Can you take it on notice and, when you do it, can you also break it down per state, as with the table you've provided today?</p> <p>Ms Hill: Yes.</p>	112	5/06/2024
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SQ24-000746	Department of Education	Perin Davey	In Home Care Quality and Safety Project	<p>Senator DAVEY: I see the department has \$3.2 million from March 2023 to March 2025 for an In Home Care Quality and Safety Project. Can you talk us through what that project is about?</p> <p>Ms Crane: Yes, sure. The In Home Care Quality and Safety Project aims to introduce measures to improve the quality and safety for the program. It will ensure that children receive high-quality early childhood education and care provided in an environment that is safe for children and educators. We've engaged ACECQA to deliver that project, as they are the independent national authority that assists governments in administering the National Quality Framework for early childhood education and care. We have a final project report due on 28 February 2025.</p> <p>Senator DAVEY: Are these consultants going around doing audits of the home classroom facilities? When it's in-home, how are they assessing safety?</p> <p>Ms Hill: They're working more with the actual services that are engaging educators and providing the service. I attended a workshop that was run a month or two ago. It was basically looking at the National Quality Framework and the standards that are required—training, mentoring and that sort of work. I can't speak to whether they've gone out to homes or services directly but I could look into that.</p> <p>Senator DAVEY: Yes, and any consultation they're having with families who use in-home care, to see if they have opinions about the quality of the service provided.</p>	113	5/06/2024
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SQ24-000747	Department of Education	Perin Davey	October 2023 limited-supply grant round	<p>Senator DAVEY: I will quickly finish off. Is there any new funding in this budget, besides the additional CCCF funding, for early childhood education access in regional, rural and remote areas?</p> <p>Ms Crane: No separate funding. There's the Community Child Care Fund round 4, which we talked about in the last estimates. It's not new money, but it is the \$84 million round that is underway at the moment and is just coming to the end of assessment. We would expect that to be announced imminently.</p> <p>Senator DAVEY: Also, in October last year the government announced successful applicants of the most recent limited-supply grant round. I think that was \$16 million. How much of that money has gone out the door to the services?</p> <p>Ms Hill: I'm not sure I've got that on me, but I do know that all of the grant agreements were executed. That generally means that at least the first payment's been made.</p> <p>Senator DAVEY: If you could take that on notice and get a breakdown of how much has been delivered to each service so far, that would be good.</p> <p>Ms Hill: Sure.</p>	114	5/06/2024
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SQ24-000748	Department of Education	Steph Hodgins-May	Utilisation of early learning centres by refugee and asylum seeker children	Senator HODGINS-MAY: Thank you. You might need to take this on notice, but can you provide data or statistics on the utilisation of early learning services by refugee and asylum seeker children, including any trends or areas for improvement? Ms Crane: We will definitely have to take that on notice. I'm trying to think about whether we have that in the data, but we'll take that on notice and let you know.	115	5/06/2024
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SQ24-000749	Department of Education	Steph Hodgins-May	Complaints to the department - children with additional needs	Senator HODGINS-MAY: Has the department received any complaints from families about providers refusing to take children with additional needs because of purported expense and not being able to afford it? Ms Crane: Not to my knowledge—that we've received correspondence. We have seen media reports of it, but I would have to take on notice whether we've actually received any correspondence. Senator HODGINS-MAY: Thank you very much.	115	5/06/2024
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SQ24-000750	Department of Education	Sarah Henderson	Provider reporting obligations	<p>Senator HENDERSON: Good evening. I just want to refer to reporting obligations. As of 1 July 2023, how many large providers had reported their financial information to the Department of Education?</p> <p>Ms Crane: We'll keep checking that one, if you want to move on to the next question. We are happy to try and answer it while you're here.</p> <p>Senator HENDERSON: I just want to try to ascertain whether you are looking at rates of 100 per cent or close to 100 per cent. I'm just trying to gauge how many large providers are not reporting their financial information.</p> <p>Ms Arcaro: Providers are able to report based on their reporting period, so it would depend on whether they report normally. Some report in a financial year, so they do their financial reporting from June to June. Others do it based on a calendar year. So who has reported when will depend on which one they fall into.</p> <p>Senator HENDERSON: Do you have those statistics?</p> <p>Ms Arcaro: We do somewhere. We can take the number on notice, but, definitely, all of those that were required to report by 1 October last year have done so.</p> <p>Senator HENDERSON: If you could hunt around for that updated data, that would be great.</p> <p>Ms Arcaro: Yes.</p>	115-116	5/06/2024
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SQ24-000751	Department of Education	Sarah Henderson	Provider financial information published on StartingBlocks	<p>Senator HENDERSON: The StartingBlocks website shows information about large providers, but I note that a number of those pages don't have their financial information available. Is that because they haven't provided their information to the department, or is it because there's some issue with uploading their information or there's some other reason?</p> <p>Ms Arcaro: It's because they will not be part of that first reporting period. Only those that reported by October—those based on financial year reporting—will have been put on StartingBlocks. If you had to report by April, which is another subset of those large providers, that information will be provided once they report in that period.</p> <p>Senator HENDERSON: And you're certain that it's only for those reasons—that it's because of the reporting period—and not because of any other compliance issues?</p> <p>Ms Arcaro: Yes.</p> <p>Senator HENDERSON: Why are you certain about that?</p> <p>Ms Arcaro: Because the information has been provided to us. I can definitely take that on notice, but the information has been provided, and my understanding is that it's loaded almost automatically once it's provided to ACECQA on their website.</p> <p>Senator HENDERSON: Alright.</p>	116	5/06/2024
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SQ24-000752	Department of Education	Sarah Henderson	Visits to the StartingBlocks website since the upgrade	<p>Senator HENDERSON: How many visits at the website receive since its revamp? Do you have that data? Or do you have how many visits the website has received for this calendar year?</p> <p>Ms Crane: I'll let you know what we have, which we've provided in that response. Between February 2022 and 29 May 2024—between launch and now—there's been over 21/2 million hits to that. That's the life of that website. We will work through and see what we have got around how many hits since—</p> <p>Senator HENDERSON: How many visits—</p> <p>Mr Cook: Since the upgrade?</p> <p>Senator HENDERSON: Yes, since the upgrade, and also how you define the word 'hit'. Is it just a millisecond or—</p> <p>Mr Cook: 'Visits' is the appropriate word.</p> <p>Ms Crane: 'Visits' is the appropriate word that's being used in here. 'Hit' is my slang for that.</p> <p>Senator HENDERSON: That's okay. I wondered if it was just a flash.</p> <p>Ms Crane: No.</p> <p>Mr Cook: Your visit—</p> <p>Senator HENDERSON: If you could perhaps provide that to us on notice about the number of visits since the revamp.</p> <p>Mr Cook: Sure.</p> <p>...</p> <p>Ms Crane: Senator Henderson, your question was around how many visits there had been to the StartingBlocks website since the updates were made.</p> <p>Senator HENDERSON: That's right.</p> <p>Ms Arcaro: From 20 March until 29 May, the number is 200,872.</p> <p>Senator HENDERSON: How do you define a visit? How long does a visitor stay on the website before they—</p> <p>Ms Arcaro: That's a good question. We will take part that on notice and come back to you. Senator HENDERSON: Is it a hit?</p> <p>Ms Arcaro: My understanding, and I will confirm this, is that it's a certain amount of time that a person stays on the website.</p> <p>Senator HENDERSON: Yes, that's right. It can't just be a millisecond.</p> <p>Ms Arcaro: That's right. We'll take that and come back to you.</p> <p>Senator HENDERSON: Just so we can understand if they are just literally jumping on for a minute or a second—what the actual visit time is.</p>	116-117, 122	5/06/2024
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SQ24-000753	Department of Education	Sarah Henderson	Large provider fee information compliance	<p>Senator HENDERSON: I understand the website now shows fee increases for providers. How is the department collecting that information, and how often are you collecting it?</p> <p>Ms Crane: When you say, 'collecting information'—</p> <p>Senator HENDERSON: The fee increases—how is that being collected and uploaded? Is that being checked? Could you provide details about that.</p> <p>Ms Arcaro: The information is provided to Services Australia as part of the requirements for providers to provide their fee information to Services Australia, who then provides it to ACECQA to upload on their website. As that happens, that's the normal process. ACECQA then does the work behind the scenes to do with the trend analysis. That's how they've been able to do the year-on-year increases that were part of the government's election commitment and the transparency measures. That was part of that upgrade that occurred earlier this year.</p> <p>Senator HENDERSON: What are you doing to make sure that that information is provided in a timely fashion?</p> <p>Ms Arcaro: The requirement under the legislation is that that information is provided to Services Australia within 14 days. The department will regularly do spot checks. I might get Mr Moger to come back to the table. He looks into that kind of work and he can talk about that a little bit further.</p> <p>Senator HENDERSON: Yes. I'm keen to understand if there are compliance issues with that 14 day timeline. Clearly it's very important for families that they know when prices go up, and that those figures are reported in a timely way.</p> <p>Mr Moger: Just building on what was said earlier, essentially providers can be infringed for not meeting their requirement. We provided, in the answer earlier today, that there have been 13 infringements issued during this financial year, but I don't think any of those were for the large provider fee reporting obligation. I think they were just the general fee reporting obligation that applies to all providers.</p> <p>Senator HENDERSON: So, Mr Moger, I'm having trouble hearing. The infringements related to—</p> <p>Mr Moger: There's an obligation for all providers to report fees.</p> <p>Senator HENDERSON: Fees, yes.</p> <p>Mr Moger: So those 13 infringements were issued this year to providers who failed to meet that obligation.</p> <p>Senator HENDERSON: They failed to meet it all—or not within the 14 days?</p> <p>Mr Moger: They failed to meet it at all. But they were not large providers</p>	117-118	5/06/2024
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			<p>subject to the 14 days and year-on-year fee reporting.</p> <p>Senator HENDERSON: What about compliance with large providers?</p> <p>Mr Moger: I'm not aware of any infringements that have been issued to those. We might take that on notice just to check.</p> <p>Senator HENDERSON: Could you take it on notice.</p> <p>Mr Moger: Yes.</p> <p>...</p> <p>Ms Arcaro: I have the number of providers for you, if you wanted to go back, Senator?</p> <p>Senator HENDERSON: Yes, please.</p> <p>Ms Arcaro: There were 34 that provided their financial information for the 2022-23 financial year. All of the for-profits' revenue and profit information has been put on StartingBlocks. The others have not.</p> <p>Senator HENDERSON: Could you just repeat that? I didn't quite hear that.</p> <p>Ms Arcaro: Thirty-four provided their information as part of the financial viability framework. They provided that for the 2022-23 financial year. Of the ones that have to report by October, 34 did. They were required to; they have done so. For all the for-profits within that 34 bucket, their information in relation to revenue and profits has been put on StartingBlocks.</p> <p>Senator HENDERSON: So there are no compliance issues of which you are aware? Ms Arcaro: That's right.</p> <p>Senator HENDERSON: If you could take on notice any other information you might be able to provide in that respect that would be terrific.</p>		
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Sq24-000754	Department of Education	Sarah Henderson	Providers charging excess fees	<p>Senator HENDERSON: Has either minister expressed any concern about any provider charging well above the hourly cap?</p> <p>Ms Crane: I think both ministers, at various times, have gone on record around fee practices, increases and the like, without talking about specific providers. They've also backed in the work of the ACCC which was talking around some of the things that might be needed obviously when the broader reforms come into play. In that context, yes, both have talked about the importance of that. Minister Clare has certainly talked about the naming and shaming, as was discussed earlier, but, as to the details of a specific measure, a specific percentage and a list—no.</p> <p>Senator HENDERSON: In the last round of estimates, we asked if the department could provide a list of those who were charging fees in excess of the average. The advice we received was that this was outside your remit within family assistance law. Can I please query that advice? If you're putting that information on the StartingBlocks website, why can't this information be provided to this committee?</p> <p>Ms Crane: I'm happy to take that on personally—to go back and review and double-check this response.</p> <p>Senator HENDERSON: Thank you. I do really appreciate it, because it doesn't seem consistent with the scope of the department's obligations.</p>	118	5/06/2024
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SQ24-000755	Department of Education	Sarah Henderson	Data on providers charging excess fees	<p>Senator HENDERSON: Thank you. I do really appreciate it, because it doesn't seem consistent with the scope of the department's obligations. Is there any information that you can provide in relation to those providers charging more than the average?</p> <p>Ms Crane: I don't think anyone at the table would have that. It's not a piece of analysis that we have done at the moment.</p> <p>Senator HENDERSON: So you don't have any insight or a list of those who are—let's face it—basically gouging families?</p> <p>Ms Crane: We don't have that information with us—I'm looking around the table to make sure my answer is accurate—on any of those percentages. In terms of the 'gouging' comment, the ACCC indicated in its report that it did not find any evidence of gouging, despite fees going up. The report indicated that the primary drivers for fees going up for both for-profit and not-for-profit providers was the increasing cost of labour.</p> <p>Senator HENDERSON: If you could take that on notice. If you don't collect that data, I would ask that you do collect it for the purposes of the committee—if you could provide that data to the committee, assuming that you do hold it.</p> <p>Ms Crane: I'm happy to take that on notice.</p> <p>Senator HENDERSON: Obviously, if you've got the raw data, then we would ask you to provide details of the providers who are charging well above the hourly cap or above the average.</p>	118	5/06/2024
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SQ24-000756	Department of Education	Sarah Henderson	CCS Approval Timeframes For Family Day Care Services	<p>Senator HENDERSON: ... What is the average wait time for a long day care provider to receive child care subsidy approval, please?</p> <p>Mr Moger: I've got some figures. The wait time varies from application to application. The average wait time is about six to eight weeks from receipt of a complete application through to finalisation of that application. Often what we see is applications that aren't complete—they're missing documents—so sometimes those timeframes can be longer.</p> <p>Senator HENDERSON: That's for long day care?</p> <p>Mr Moger: Yes.</p> <p>Senator HENDERSON: Is it the same wait time for family day care?</p> <p>Mr Moger: Family day care tends to be a little bit longer than that. I haven't got an average wait time for family day care basically because, in the assessment process, there are some additional risks and things we need to consider in those care types, so they do tend to take a bit longer than the six to eight weeks that I mentioned.</p> <p>Senator HENDERSON: So are we talking about a couple of months?</p> <p>Mr Moger: I haven't got an average figure. To get a precise figure, I'd have to take that on notice.</p> <p>Senator HENDERSON: Could you please get that and provide that on notice?</p>	119	5/06/2024
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SQ24-000757	Department of Education	Sarah Henderson	Canopy Early Education, Dakabin QLD	<p>Senator HENDERSON: I want to raise the case of Canopy Early Education in Dakabin, Queensland, which has been waiting five months for CCS approval. I understand the centre changed ownership and changed its name, but it was previously operating as a service. Do you know about this case and why it has taken so long?</p> <p>Mr Moger: No, I would have to take that on notice—a specific case. Where it's a longer timeframe like that, often the documents that have been submitted are incomplete so there's a backwards and forwards with providers that tends to push out the timeframe. But, to look at a specific case, I'd need to take it on notice.</p> <p>Senator HENDERSON: Could I ask you to look at that particular case and also to come back to us on why we've got those sorts of delays, particularly for a provider that obviously was previously operating? Five months, I would put to you, is an unacceptable timeframe when you're trying to run a business and trying to make sure that your business is viable. Waiting for that sort of approval is very, very onerous on the owner.</p> <p>Mr Cook: Was it a change of owner, do you know?</p> <p>Senator HENDERSON: It was a change of ownership and name. My advice is the early learning centre had previously operated as a service.</p> <p>Mr Cook: It might just be different personnel, and we'd have to make sure that they've got a whole range of things on, from working-with-children checks right through, I think.</p> <p>Senator HENDERSON: The issue is that these families are caught paying full costs without access to the child care subsidy, which is very, very onerous. Most families are already really suffering with cost-of-living pressures, and this is even worse for those families.</p> <p>Ms Crane: We'll go back and read the Hansard to get the details. We're very happy to work with that service to understand what the delays might be. I think, to Mr Cook's point, it may not be a new service to those families who are accessing it, but, where somebody new is taking that over, we—as do the state and territory governments—have a responsibility to ensure that child safety is put first, so those checks and balances go to: is the person an appropriate person with management or control? And that' not just to receive the child care subsidy but actually to adhere to the National Quality Framework and the regulatory standards that are in place as well.</p> <p>Senator HENDERSON: This issue has been raised with both Minister Clare and Minister Aly by the very hardworking member for Longman who wrote to both ministers on 17 May. The ministers already have this letter. Mr</p>	119-120	5/06/2024
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SQ24-000758	Department of Education	Matthew O'Sullivan	Office for Youth staffing profile	<p>Senator O'SULLIVAN: How many roles does the Office for Youth currently have?</p> <p>Ms Sandlant: The staffing profile?</p> <p>Senator O'SULLIVAN: Yes.</p> <p>Ms Sandlant: We have 13.9 ASL in the Office for Youth plus an additional dedicated communications officer at the EL1 level, so 14.9 all up.</p> <p>Senator O'SULLIVAN: Can you give us a breakdown of APS 4, 5, 6, EL1 and EL2.</p> <p>Ms Sandlant: I'd have to take the exact breakdown on notice but I can tell you that it's got an assistant secretary, which is me, and it's got two teams. It has two EL2s and then I'd have to take on notice the breakdown of each of those teams.</p>	122	5/06/2024
SQ24-000773	Department of Education	Mehreen Faruqi	Paid placements	<p>Senator FARUQI: How many students are currently undertaking a mandatory paid placement as part of their higher education?</p> <p>Mr Rimmer: In the field of study that we're addressing here—</p> <p>Senator FARUQI: I'm talking about the total.</p> <p>Mr Rimmer: We might have to take that question on notice. I wouldn't want to give you a misleading answer.</p> <p>Senator FARUQI: According to the government, and the policy that they have for the three degrees, it's 73,000 students; am I right?</p> <p>Mr Rimmer: It's 68,000 higher education students and 5,000 VET students. So, 73,000 is the right number, but that covers VET as well.</p> <p>Senator FARUQI: So, you know that number, but you don't know the overall mandatory number? If you could take that on notice and come back to me. Do you not have any idea? Is it in the hundreds of thousands or you would have no idea?</p> <p>Mr Rimmer: We don't routinely collect that number. There are also some definitional issues involved at the boundary about what counts as mandatory and otherwise. I would want us to take that on notice and we'll do our best to provide a response.</p>	13-14	6/06/2024

SQ24-000774	Department of Education	Sarah Henderson	Minister for Education Letter from the Vice-Chancellor of University of Sydney to the Attorney-General	<p>Senator HENDERSON: Are you familiar with the—and I could direct this to the minister as well—letter written by the Vice-Chancellor of University of Sydney, Mark Scott, and Peter Hoj to the Attorney-General requesting formal advice on whether the call for an intifada was a breach of federal law?</p> <p>Mr Cook: I am aware of the letter.</p> <p>Senator HENDERSON: Was the Minister for Education copied into that letter?</p> <p>Mr Cook: Yes, he was.</p> <p>Senator HENDERSON: Could you please table a copy of that letter?</p> <p>Mr Cook: I've got that here. I'm happy to table it.</p> <p>Senator HENDERSON: The Attorney-General didn't provide advice. What do you say about the use of terms such as 'intifada' on a university campus?</p> <p>Mr Cook: You're asking for an opinion?</p> <p>Senator HENDERSON: I'm asking whether in the view of the government—</p> <p>Mr Cook: I'm not the government.</p> <p>Senator HENDERSON: I know who you are, Secretary—please.</p> <p>Mr Cook: You're asking for an opinion. I'm just clarifying: are you asking my personal opinion?</p> <p>Senator HENDERSON: I'm asking whether there was any response from the Education Minister in relation to that letter?</p> <p>Mr Cook: The letter was addressed to the Attorney-General, and the Attorney-General responded to that letter on 9 May this year.</p> <p>Senator HENDERSON: Yes, I understand that. Did the Minister for Education provide any response or express any view on that?</p> <p>Mr Cook: I'm not aware of the minister's—</p> <p>Senator HENDERSON: Minister, are you able to enlighten the committee on whether the minister expressed any view on that issue?</p> <p>Senator Chisholm: On the letter to the Attorney-General?</p> <p>Senator HENDERSON: That's right.</p> <p>Senator Chisholm: I'm not aware. I'd have to take that on notice.</p>	15	6/06/2024
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SQ24-000775	Department of Education	Sarah Henderson	Minister for Education TEQSA action in relation to hate and incitement on university campuses	<p>Senator HENDERSON: We mentioned this yesterday, and there was a lot of controversy about the Minister for Education's statement about 'intifada' and 'river to the sea' meaning different things to different people. You did say on the record yesterday that the minister erred in what he said. I accept that. Do you have a view, Minister, on the use of terms or yelling slogans such as 'intifada' on university campuses, whether that should be accepted or allowed?</p> <p>Senator Chisholm: Any phrase that stokes intolerance or division or hate should not be used.</p> <p>Senator HENDERSON: Does that include the word 'intifada'?</p> <p>Senator Chisholm: That would be my view, yes.</p> <p>Senator HENDERSON: That is frequently being used on university campuses. There seem to be no repercussions for that. What do you say to that?</p> <p>Senator Chisholm: Obviously that's open for authorities to take action on.</p> <p>Senator HENDERSON: In relation to TEQSA, the regulator, has TEQSA taken any action in relation to the hate and incitement on university campuses?</p> <p>Senator Chisholm: You'll be able to put that to them tonight.</p> <p>Senator HENDERSON: I imagine that TEQSA would be communicating with the minister. You're not aware that they've taken any action?</p> <p>Senator Chisholm: I know the minister has been in regular contact with TEQSA and has met with them about their obligations. I'm happy to take on notice if I can provide any further information.</p>	15-16	6/06/2024
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SQ24-000776	Department of Education	Sarah Henderson	Minister for Education Consequences for universities which have failed to enforce their codes of conduct	<p>Senator HENDERSON: That's my very point, because universities have not been on many occasions enforcing their codes of conduct. They have not been ensuring that there are misconduct proceedings against students who intimidate, harass or discriminate in many cases. I would put to you that the universities have not stepped up, not met their obligations, and so I would ask you, Minister, to provide this committee with information as to the deficiencies of universities and whether you're concerned about this?</p> <p>Senator Chisholm: We've been crystal clear that universities should enforce their codes of conduct. That's our expectation of them. That's the expectation of the regulator in terms of the role that we expect them to play as well. That's what the minister has been absolutely clear on.</p> <p>Senator HENDERSON: He said the words, but what are the consequences? The fact is that universities have not enforced their codes of conduct in many cases. What are the consequences of that?</p> <p>Senator Chisholm: That initially starts with TEQSA as the regulator. I'm not aware that they've provided any recommendations for the government to act on.</p> <p>Senator HENDERSON: Has TEQSA taken any action against any university?</p> <p>Senator Chisholm: We'll be able to put that to them tonight.</p> <p>Senator HENDERSON: You don't know?</p> <p>Senator Chisholm: I don't know, no.</p> <p>Senator HENDERSON: Could you take that on notice and find out and come back to the committee?</p> <p>Senator Chisholm: No; we'll just ask them tonight.</p> <p>Senator HENDERSON: No, I'm asking you. I'm asking the government, because the buck stops with the government.</p> <p>Senator Chisholm: They're here tonight.</p> <p>Senator HENDERSON: No, I'm asking you, Minister. I'm not going to have you duck and weave on this. I'm asking whether your government is aware of whether there have been any repercussions for universities which have failed to enforce their codes of conduct? What action has your regulator taken, if any?</p> <p>Senator Chisholm: I'm happy to take it on notice. But we can also ask them tonight. They're going to be here. Senator HENDERSON: I'm going to be doing that as well, but I'm asking you. You're the government. Senator Chisholm: I understand that. That's why we've been taking the action we have.</p> <p>Senator HENDERSON: I would ask you to take that on notice and come</p>	16	6/06/2024
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				<p>back to the committee as soon as possible. Senator Chisholm: I already have.</p>		
SQ24-000777	Department of Education	Larissa Waters	Expert Working Group membership - National Code discussion paper	<p>Senator WATERS: I was pleased to see funding in the budget for the ombudsman and also for the code. I have some questions about the development of the code. Who is drafting that?</p> <p>Ms Donegan: The code has been drafted internally by the department. There is a discussion paper that we released on 29 May, last week, and that discussion paper outlines the seven standards within the code. Give me a moment and I'll get to what those seven standards are.</p> <p>Senator WATERS: Can I just ask first about the personnel? So, that's an internal unit. Do you have any experts involved in the drafting?</p> <p>Mr Rimmer: Yes, we do. The government provided resources to the department to establish a new unit. In fact, it will be a new branch within the department. We're currently recruiting for the assistant secretary role, who will be in charge of that new branch. We've been very clear in the job advertisement and elsewhere that part of the selection criteria are demonstrated expertise in gender based violence and some other matters. We've made it very clear both externally and internally that will be a mandatory aspect of the recruitment process. We've had a lot of engagement with some of the stakeholders groups to encourage them to use their networks and contacts to encourage people to apply for that role. The team working on the code also involves some expertise on these matters, and we're very focused on the consultative process. This has been a very open and engaged consultative process now really going right back</p>	21-22	6/06/2024

				<p>to September last year. I can't even remember when we started on this journey. That's been incredibly useful to us in doing this work and making sure that it hits the right mark.</p> <p>Senator WATERS: Can you confirm that the drafting will be done internally, but you're still recruiting for the role? Whom helped draft the discussion paper, if you haven't actually populated that new expert led unit yet?</p> <p>Mr Rimmer: There is already a team in place. That team has expertise. That team is augmenting its resources as needed, including through consultation. We're deeply involved in ongoing consultation with Our Watch, with End Rape on Campus—with a range of the relevant organisations. We're also now recruiting for the person who will be the ongoing leader of that team.</p> <p>Senator WATERS: You just referenced a few of the stakeholders, the STOP Campaign, End Rape on Campus. Have they been engaged in the drafting? Were they engaged in the development of the discussion paper? What's the systemic way that you will incorporate their feedback into the drafting of the code?</p> <p>Ms Donegan: We have established an expert working group. The expert working group has very wide membership. It includes Ms Sharna Bremner, End Rape on Campus; Ms Camille Schloeffel, the STOP Campaign; and Ms Renee Carr, Fair Agenda. It also includes student and staff representatives: Ms Ngaire Bogemann, National Union of Students; Ms Yeganeh Soltanpour, Council of International Students; and Dr Alison Barnes, the National Tertiary Education Union. It also includes frontline student services: Ms Stephanie Taylor, the Australian and New Zealand Student Services Association; Ms Nicole Lambert, the National Association of Services Against Sexual Violence; Ms Cara Gleeson, together with Ms Claire Tatsau, from Our Watch; and Dr Lisa Warren, Code Black. It also includes regulation experts: Dr Allison Henry, the Australian Human Rights Institute, at UNSW, and Professor Kerri-Lee Krause. It also includes the higher education sector: Professor Carolyn Evans, Universities Australia and Griffith University; Professor Sharon Pickering, Monash University; Professor Jessica Vanderlelie, La Trobe University; and Dr Eve Ollerenshaw, from NextEd Group Limited, and an IHEA board member. It also includes—</p> <p>Senator WATERS: Can I just interrupt there. I'm sorry. Would you be able to perhaps table the membership?</p>		
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SQ24-000778	Department of Education	Larissa Waters	National Code consultation participants	<p>Senator WATERS: In short, they will give feedback on the draft. I was going to ask whether you have any other means of engaging directly with students and victim survivors in the development of the code or are you just using the representatives on that expert working group?</p> <p>Ms Donegan: No. We've established a very targeted consultation process. In fact, we had targeted consultations with students yesterday. I'm told it was a very good meeting, and they ran out of time so we're establishing another one. We have further consultations with LGBTIQA-plus groups, higher education peaks, vice-chancellors, disability groups, First Nations groups, and culturally and linguistically diverse groups. We're also working with the purpose built student accommodation providers and the Asia Pacific Student Accommodation Association.</p> <p>Senator WATERS: Could you please, on notice, provide me with how the participants in that additional consultation process were selected and how you're advertising, if it's an open process, to students that's an avenue that might be open to them?</p>	22	6/06/2024
SQ24-000779	Department of Education	Larissa Waters	Staff training levels for the draft National Code	<p>Senator WATERS: I do have some further questions about that, but just, firstly, as to the expert led unit that you said is developing the draft code, are all of the folk in that unit trauma informed? Have they had particular training? Is that a mandatory requirement for people working in that, as you described it, new branch?</p> <p>Mr Rimmer: I'll answer that in two parts. Our aspiration is that when the unit is up and running, fully staffed, led by the new person we're going to recruit, it meets all of those objectives, that it is trauma informed, has deep expertise and wide connections. And also that it has the appropriate regulatory expertise, because we are establishing what is a regulatory intervention. That's the point of the code. We also need to make sure that we have expertise on that. We're in a process of transition from what you might describe normal departmental operations into that new unit. The funding was made available for the new unit in the budget, which is now three weeks ago. There is a transition. All of the staff in the team are excellent staff and excellent people, but I could not honestly say that every one of the staff in the higher education group has training and experience in trauma informed approaches to gender based violence.</p> <p>Senator WATERS: I appreciate your frankness. Could you take on notice, please, the level of training of the existing folk? I hear that your aspiration is to have everybody properly trained in future. That's appropriate. I'm keen to know what the existing level of expertise is since they've developed the first</p>	22	6/06/2024

				draft or at least the first discussion paper around the code. When will the code actually be complete? Firstly, the drafting process, and secondly, then, the culmination of that legislative process to give it enforceability?		
SQ24-000780	Department of Education	Larissa Waters	Student accommodation providers	<p>Senator WATERS:.....Could I ask you to take on notice for me, please, the proportion of student accommodation providers that are owned by or operated by unis versus those that aren't? I'm keen to see how much of this space will continue to be unregulated until you have the time to get it done.</p> <p>Mr Rimmer: Certainly we can take that on notice, and it is a matter that we're already pursuing with some urgency.</p>	24	6/06/2024
SQ24-000781	Department of Education	Sarah Henderson	Minister for Education Letter from TEQSA to universities	<p>Senator HENDERSON: Secretary, I want to move to the letter written by the Tertiary Education Quality and Standards Agency, TEQSA, titled 'Protecting student and staff safety and wellbeing at Australian universities'. You've just tabled the draft of that letter, dated 24 May. Can I confirm with you; when was that letter sent?</p> <p>Mr Cook: It was sent on 10 May.</p> <p>Senator HENDERSON: To which organisations was it sent?</p> <p>Mr Cook: There were two letters, to the best of my knowledge, to all universities and also to all non-university providers. So it was to all tertiary education providers; that's my understanding. TEQSA can correct that tonight if need be, but my understanding is there was a university version and a non-university version as well.</p> <p>Senator HENDERSON: So we have the university version?</p> <p>Mr Cook: I think it was exactly the same. It's just that the first one says subjects about Australian universities. I think the second one would have talked about Australian non-university providers. The language on the one about university talks about universities. The language in the second letter would have talked about higher education providers rather than universities. That's the only difference, in my understanding.</p> <p>Senator HENDERSON: Why did it take so long to send this letter? Do you know? Eight months after the 7 October Hamas terrorist attack?</p> <p>Mr Cook: Anything to do with this letter—you'd have to ask TEQSA this. This is their agency. They don't report to me. They're an independent agency. You'd have to ask TEQSA these questions.</p> <p>Senator HENDERSON: Was this letter sent at the direction of the minister?</p>	24-25	6/06/2024

			<p>Mr Cook: I don't know. I'm sorry. You'd have to ask TEQSA.</p> <p>Senator HENDERSON: Are you aware whether this letter was sent, or did you discuss this matter?</p> <p>Mr Cook: I'm aware it was sent. That's why I tabled it.</p> <p>Senator HENDERSON: Please let me finish my question. Are you aware, in terms of having any discussion with the minister in relation to the sending of this letter, or was the minister completely removed from this process?</p> <p>Mr Cook: As my evidence indicated this morning, the minister met with TEQSA in relation to the matters and it's my understanding this letter was discussed in that meeting. I did raise that and did provide that evidence this morning.</p> <p>Senator HENDERSON: Did the minister ask for this letter to be sent?</p> <p>Mr Cook: I wasn't in the meeting. I don't know the details.</p> <p>Senator HENDERSON: Minister, are you aware of any information in that respect?</p> <p>Senator Chisholm: No, other than—I think it's on the record—the secretary mentioned that the minister did meet with TEQSA on 8 May regarding actions the regulator was taking to ensure student and staff safety on campus. But I obviously wasn't at the meeting.</p> <p>Senator HENDERSON: Minister, are you aware of any requests by the Minister for Education in relation to sending a letter of this nature requiring universities to comply with the threshold standards?</p> <p>Senator Chisholm: Sorry? Can you repeat that?</p> <p>Senator HENDERSON: Are you aware of any request by the Minister for Education to TEQSA requiring TEQSA to write to universities requiring them to comply with the threshold standards?</p> <p>Senator Chisholm: I'm aware of the meeting the minister had on 8 May 2024 where he met with TEQSA around the actions the regulator was taking to ensure student and staff safety on campus. I don't have anything further to add to that meeting. I'm happy to provide anything else I can on notice.</p> <p>Senator HENDERSON: Okay—if you could</p>		
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SQ24-000782	Department of Education	Sarah Henderson	Minister for Education Updates from TEQSA	<p>Senator HENDERSON:surely, it's in the government's interests to make sure that universities are responding to and complying with the fortnightly deadline and that you have a good understanding about what's going on on university campuses.</p> <p>Senator Chisholm: It may be helpful to tell you that I've been advised that, in the meeting that I mentioned on 8 May with Minister Clare and TEQSA, he did ask to be kept updated with the work that TEQSA are doing on this matter.</p> <p>Senator HENDERSON: Could I have a copy of how the minister is being updated; how has the minister been kept updated?</p> <p>Senator Chisholm: He asked at that meeting to be kept updated.</p> <p>Senator HENDERSON: So how has he been kept updated to date?</p> <p>Senator Chisholm: I'd have to take that on notice.</p> <p>Senator HENDERSON: Has he received an email, a report or a summary; could you let me know how he's being updated?</p> <p>Senator Chisholm: I've already taken that on notice.</p>	26	6/06/2024
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SQ24-000783	Department of Education	Sarah Henderson	Minister for Education HECS indexation changes	Senator HENDERSON: Thank you very much, Chair. In conclusion, Minister, I can only assume that you don't have any date for the enacting of these HECS indexation changes. In relation to these HECS indexation changes, I would ask that, on notice, you provide all relevant correspondence, materials and briefing notes, informal and formal, between the ATO, the minister's office and the department. Senator Chisholm: I'm happy to take that on notice..	30	6/06/2024
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SQ24-000784	Department of Education	Tammy Tyrrell	State and territory initiatives for paid placements	<p>Senator TYRRELL: Rural and regional students usually find it harder to do mandatory prac placements than students in cities; they sometimes have to travel long distances or relocate in order to do the training. Did the department consider any extra assistance for those rural and regional students who won't be eligible for the prac payments?</p> <p>Mr Rimmer: That matter was discussed in the accord process. There are a range of challenges about definitions and getting the right targeting and the right focus in an environment where money isn't unlimited that are also relevant to that question. But the answer is: yes, that matter was considered in the accord process.</p> <p>Mr Nordstrom: Just to add to Mr Rimmer's comments there, in formulating the government's response and our advice to the minister, we were also conscious of state and territory initiatives that already exist, many of which will have a regional angle to them. It's the absolute intent—I think the minister has been very up-front about this—that the new prac payment will operate alongside existing state and territory initiatives; it's to complement, not to replace. We want to see that complementarity maintained.</p> <p>Senator TYRRELL: Am I able to get data on the previous payments to Tasmanian students?</p> <p>Mr Rimmer: As in the Tasmanian government payments to Tasmanian students?</p> <p>Senator TYRRELL: I suppose that I should ask them. Hello: state versus federal again.</p> <p>Mr Rimmer: We have some of that information and we can take that on notice.</p>	35	6/06/2024
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SQ24-000786	Department of Education	Matthew O'Sullivan	University administration of Commonwealth practicum payments	<p>Senator O'SULLIVAN:If the university is making the payment, who covers insurances and those sorts of protections that a worker would normally be receiving?</p> <p>Mr Rimmer: The arrangement doesn't create an employment relationship. In fact, it's explicitly the opposite. There's an existing provision in the Fair Work Act that covers vocational placements. Mandatory pracs already have to meet that requirement; they already have to meet those provisions of the Fair Work Act. There's no proposal to change that. No employment relationship is being created; it's certainly not being created through this payment. It's not an income support payment. It's not a wage replacement payment. It's a support payment that's designed to address cost of living for students while they are on practicum.</p> <p>Senator O'SULLIVAN: Presumably then the universities will have to stand up a system, a process, to enable this. It's potentially quite an administrative burden for them. Is the department going to support them in any way? Will any central IT be created to enable it? What was the thinking there?</p> <p>Mr Rimmer: Effectively an administrative payment will be made, which will go to universities with respect to each payment they make. We've had initial discussions with—</p> <p>Senator O'SULLIVAN: Sorry; as in each fortnightly payment or monthly payment?</p> <p>Mr Rimmer: Each \$319.50 weekly payment will attract a payment of, I think, \$6-something.</p> <p>Senator O'SULLIVAN: Can you come back to us with an accurate figure?</p> <p>Mr Rimmer: It's five per cent of \$319.50, so whatever that is.</p> <p>Senator O'SULLIVAN: So five per cent will go as an admin levy?</p> <p>Mr Rimmer: On top of the \$350 to the university. The university will be entitled to use that money to pay for their administration of the measure. We've had initial discussions with universities, and so far all of the discussions have been that's a reasonable approach to the arrangement. In many cases, universities already have systems in place for paying some of their students' scholarships, for example. So we anticipate that they will back these arrangements off that payment system.</p> <p>Senator O'SULLIVAN: Will there need to be any amendment to the Fair Work Act at all? Mr Rimmer: No, it already has provisions through the—</p> <p>Senator O'SULLIVAN: What about state based taxes, like payroll tax and other things? Is there any consideration there?</p>	38-39	6/06/2024
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SQ24-000787	Department of Education	Sarah Henderson	Student Ombudsman Office staff numbers	<p>Senator HENDERSON: Given there are over a million students in any one time in higher education, how many staff will be in the student ombudsman's office?</p> <p>Mr Rimmer: I'm not sure; I don't think we have the detail of the cost in front of us.</p> <p>Senator HENDERSON: No, I'm talking about how many staff.</p> <p>Mr Rimmer: That's what I meant, but that's—</p> <p>Mr Cook: It's the ombudsman's office themselves rather than our portfolios.</p> <p>Mr Rimmer: We can take that on notice.</p>	50	6/06/2024

SQ24-000788	Department of Education	Matthew O'Sullivan	Guidance material issued to providers for the Student Support Policy	<p>Senator O'SULLIVAN: I asked in the letter that I sent last week to be provided with the guidance material, and I was provided back with essentially a link to what appears to me just to be an FAQ—frequently asked questions material. Is that the full extent of the material that's provided to providers?</p> <p>Mr Rimmer: There are some important elements, Senator. Without sounding trite about it, the legislation itself is important guidance to providers about what's meant to be in support for students policy. The legislative instrument and the guidelines that sit underneath that, go into quite a lot of detail about the matters that providers must consider and must cover in their support for students policy. Ms Hinds might add to that.</p> <p>Ms Hinds: In addition to that, there's a lot of guidance on the website, which includes an exemplar template for a support for students policy. Both prior to 1 January and in an ongoing fashion, there's been a considerable consultation with the sector in terms of shaping the policy. Now we're working—we've got a support for a students policy data working group around how we continue to work with the sector to ensure the efficacy of the policy.</p> <p>Senator O'SULLIVAN: Okay. Can I just ask: do you mind just taking a look at that answer? It was answer 7 on the information we got. Can you just confirm and just check that is the total guidance that is provided other than other materials that, I guess, are on your website? We can find that. That's no problem.</p> <p>Mr Cook: There are actually two links there. One was the actual policy itself. This is what a policy would look like. Then there was the frequently asked questions that you mentioned earlier. But we're happy to take it on notice.</p> <p>Senator O'SULLIVAN: Yes, can you just check.</p>	53-54	6/06/2024
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SQ24-000789	Department of Education	Matthew O'Sullivan	Commonwealth supported places data	<p>Senator O'SULLIVAN: Okay, thank you. I want to move on to CSPs. The government, when in opposition, committed prior to the election an additional 20,000 Commonwealth supported places. In my letter that we discussed just yesterday we sought some more information on that from you. The answer to a question that we asked on this—on seeking more information on the Commonwealth supported places was that utilisation of CSPs cannot be provided until verified enrolment data for 2023 is available later in 2024. We have discussed this measure at a number of Senate estimates hearings. I recall that there was going to be additional provider reporting as part of this process to ensure that places were being utilised. Has this additional provider reporting not occurred?</p> <p>Mr Rimmer: Senator, there are quite stringent requirements about utilisation of the 20,000 places, which has the practical effect of meaning that it's not possible for universities to determine whether they're eligible for the funding that they've been offered until their overall student enrolment data is finalised. The student enrolment data is only finalised effectively late in the year following the relevant calendar year of enrolment. I fully appreciate that this may frustrate the Senate. It may even frustrate the department. But the arrangements that are currently in place mean that we can't finally resolve with providers whether they have utilised those places until later in this calendar year. It's no secret, and I think I or someone else may have mentioned to the Senate estimates in February that it's no secret that demand has been soft. My expectation is that not all providers will be able to use their places. We're working through what that will mean and how to manage that. But we will not be in a position to have a definitive answer on that question until later in 2024.</p> <p>Senator O'SULLIVAN: I want to take you to QON SQ22-000315. I've got a copy if that would help you.</p> <p>Mr Rimmer: I'm sure we've got a copy somewhere.</p> <p>Senator O'SULLIVAN: I'm not sure if you go back to 2022.</p> <p>Mr Cook: You've got a copy of that?</p> <p>Senator O'SULLIVAN: I do, yes. We'll get that to you. This is SQ22-000315. That's what you've just been given. This is a QON response from the department from budget estimates 2022-23. Have you got highlighter there on question 6?</p> <p>Mr Rimmer: Yes.</p> <p>Senator O'SULLIVAN: You'll see there that it says, 'additional provider reporting, as part of the standard estimates process, to provide assurance</p>	55-56	6/06/2024
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that places being utilised will occur'. As you say, it's no secret that domestic enrolments are down and have been going down for quite some time, hence the reason we've been interested in the utilisation of the 20,000 additional places. That was an answer to that question, 'What monitoring and assessment will the department have against this measure?' that was asked back then. Through a freedom of information request to the department in January, a letter from the minister to Professor Mary O'Kane seeking urgent advice on the commitment has also come to light. I'll get that for reference as well. It's document 13.

Mr Rimmer: I think we're aware of that.

Senator O'SULLIVAN: In this letter, Mr Clare asked Professor O'Kane and the accord panel to urgently consider making recommendations relating to this in the final report. It seems quite obvious to me that Mr Clare was aware, given knowledge of data that exists around the utilisation, for him to write to Professor O'Kane to have it included in the accord. Then, lo and behold, in the accord, there was the recommendation to broaden it. Can you just help us understand this? To me, there must be some utilisation data that the minister is able to rely on. We've been asking for it, but we haven't been provided it. What's going on?

Mr Rimmer: Senator, there's no doubt that there is concern about whether the places will be utilised, and I've been quite open about that. That concern, which I would describe as informal, unverified preliminary concern, has been shared with the minister. The minister asked Professor O'Kane to provide advice, and the accord panel did provide advice, as you can see in recommendation 41C. That matter is now in front of government. As you're aware, the government announced in the budget that it intended to establish a new managed growth funding system with effect from 1 January 2026. Part of establishing the new funding system is a consideration of the best possible way of working through recommendation 41C from the accord panel.

Senator O'SULLIVAN: Okay. So the minister's relied on the data or the evidence that he's been shown. Can we be provided with that?

Mr Rimmer: I would not describe it as data or evidence.

Senator O'SULLIVAN: There's obviously something included in a letter to Professor O'Kane. It's in the letter. You wouldn't just pluck it out of the air. I'm sure there's something behind it. What I'm asking for is that, whatever it is that's informed the minister to ask for that to be included, we be provided with so that we can understand it as well.

				<p>Mr Cook: The information, really, Senator, is that there's a softening of the domestic load. The whole point about 20 additional places is that they have to be additional on top of the maximum basic grant that a university has. So, effectively, if they have not filled their maximum basic grant amount CSP component, they can't claim these additional ones, if that makes sense. So we don't have that information. That has to be verified. That's the information that we need verified to be able to say whether the additional places have been utilised or whether universities are just utilising the existing places that they have. This letter is based on the fact that there is a soft domestic load, so we anticipate that there will be some challenges around the 20,000 places. This letter is based on the fact that we know there is soft domestic load. We've probably got some data or some preliminary data around soft domestic load that might be able to assist you on that, so we're happy to take that on notice.</p> <p>Senator O'SULLIVAN: Professor O'Kane is an eminent Australian, we can all agree. Certainly, the minister has said that himself. She would have made her recommendation, no doubt, given the quality of the work that she produces, based on data or based on evidence. She's recommended that it be expanded to include under-represented backgrounds as being eligible for funded places at public universities as soon as possible by redirecting the unused funding from the Australian government's commitment to deliver 20,000 commencing Commonwealth supported places in 2023-24. So she's clearly got some knowledge that there will be an underspend or unused funding that could be redirected and used elsewhere. My question is—and I'm happy for you to take it on notice and come back to me with whatever evidence and data there is to back up either the minister's request to the accord or, indeed, what was used to back that up within the accord itself.</p> <p>Mr Cook: We can do that.</p>		
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SQ24-000790	Department of Education	Matthew O'Sullivan	Student Services and Amenities Fee	<p>Senator O'SULLIVAN: I want to ask about the SSAF—the Student Services and Amenities Fee. The government announced in the budget that it will mandate higher education providers direct a minimum of 40 per cent of the Student Services and Amenities Fee revenue to student-led organisations. I understand this stemmed from the accord final report, which noted that the amenities fee revenue is collected and providers have the discretion in how they assign or use this revenue. Not all providers charge the student services amenities fee, do they?</p> <p>Mr Rimmer: Most might—I don't believe all do.</p> <p>Mr Cook: We can take that on notice, Senator.</p> <p>Senator O'SULLIVAN: Could you come back to me then with the number that do and number that don't? The description in the budget paper states a mandated 40 per cent will be directed to student-led organisations, including student associations, student unions and student guilds. At the moment, there are quite clear provisions on what the student services and amenities fee can be spent on. This includes food and drink provisions for students, housing support, sport and recreation activities, health and welfare support, clear advice, library and study areas, financial advice and legal services. All of those are welfare type things. The rules at the moment quite clearly state that it cannot be directed to support a political party. That's correct, isn't it?</p> <p>Mr Rimmer: It is, Senator.</p> <p>Senator O'SULLIVAN: Is there any change to that provision at all?</p> <p>Mr Rimmer: No, Senator. That's not the policy position.</p> <p>Senator O'SULLIVAN: In 2022, the Higher Education Providers Finance Tables on your website provide the amount collected for the Student Services and Amenities Fee. I've got a snapshot of those. I'll just give you a chance to have a look at that. You should see some lines highlighted there in yellow. Can I seek clarification on whether the total amount collected by providers is the sum of these two items? That would be 257.7 million.</p> <p>Mr Rimmer: That's my understanding, Senator, but, order to be 100 per cent technically accurate, I might want to take that question on notice.</p>	57-58	6/06/2024
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SQ24-000791	Department of Education	Matthew O'Sullivan	AUKUS places	<p>Senator O'SULLIVAN: Thank you. I want to ask you about AUKUS—the 4,000 places allocated to the Nuclear-Powered Submarine Student Pathways program. I understand it's split across 16 universities. You've been able to provide us a breakdown of courses at each university that the places have been allocated to. I've got that here on SQ24-000335. I take it you've got that.</p> <p>Mr Rimmer: Yes.</p> <p>Senator O'SULLIVAN: For the places allocated this year, do you have the enrolment data for those for each university?</p> <p>Mr Rimmer: No. Without meaning to sound unhelpful, it falls into a little bit the same category that we were talking about with the 20,000 places. I have had some conversations with vice-chancellors about how they're going in delivery of those places, but we have no verified data about that.</p> <p>Senator O'SULLIVAN: Speaking from my position as a Western Australian senator, can you tell me specifically about any of the courses or programs that are operating in Western Australia—so the University of Western Australia? What's the nature of their—</p> <p>Mr Rimmer: I had made attempts prior to this meeting to get a little bit of an update from the vice-chancellor of Curtin about how they were going, given they've got a relatively sizable program.</p> <p>Senator O'SULLIVAN: Yes, they've got 80.</p> <p>Mr Rimmer: But, unfortunately, the vice-chancellor is currently travelling, so I didn't manage to achieve that. But I'm happy to take that on notice.</p>	61	6/06/2024
SQ24-000792	Department of Education	Matthew O'Sullivan	AUKUS and Western Australia	<p>Senator O'SULLIVAN: I think there's certainly support from our party in that regard. No doubt these skill sets are in demand and will boost the workforce and disciplines when these students graduate. However, the concern is that the places are not bonded in any way to ensure that this investment is leveraged for when the submarines are due to arrive late in 2030. Can you comment on that?</p> <p>Mr Rimmer: I can say that there is a lot of work going on between us and the Department of Employment and Workplace Relations and the Australian Submarine Agency about workforce strategy about AUKUS. This measure is only one component of that. There are other things that are under consideration and being delivered, but they're really more in the bailiwick of the agency itself—the ASA. But this is by no means the only initiative in this area.</p> <p>Senator O'SULLIVAN: Are you involved at all with the state governments?</p> <p>Mr Rimmer: One of the higher education team who's actually currently in</p>	61	6/06/2024

			<p>Canada has been part of the South Australian task force. That's probably the deepest engagement and consultative process.</p> <p>Senator O'SULLIVAN: I explored this with Skills yesterday or whenever it was—the day before. It's been a bit of a long week. It seems that South Australia is quite forward-leaning into this. But Western Australia, certainly with skills, is a bit of a lighter touch, I suppose, is probably how I'd describe it. What about in the universities area? What can you tell me about Western Australia's involvement?</p> <p>Mr Rimmer: I'd have to take that on notice, Senator. I'm not aware, other than normal lines of communication with the Western Australian government on this matter. I think the two governments did establish a South Australian Defence Industry Workforce and Skills Taskforce, which was a specific commitment by both to make progress on these matters. I'm not aware of a similar measure in relation to WA, but we can take that on notice and come back to you.</p>		
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SQ24-000793	Department of Education	Matthew O'Sullivan	Micro-cred seeker platform	<p>Senator O'SULLIVAN: Correct. I want to ask about micro-credentials. It has been discussed a little bit already. A micro-cred seeker platform—is that right?</p> <p>Mr Cook: Correct.</p> <p>Senator O'SULLIVAN: That was launched in December 2022. Can I get some stats on that? How many times has the site been accessed?</p> <p>Mr Cook: Mr Nordstrom is the full bottle on this topic.</p> <p>Mr Nordstrom: I have some stats here that may be able to assist you in relation to that. There were approximately 381,305 unique users as at 29 May—visitors to that particular platform. Currently, we have about 598 courses from 62 providers, and 150 of those are stackable with other courses to form a higher education award; 266, or 44 per cent, of those courses give credit towards further study; and 98 per cent of those courses are available online.</p> <p>Senator O'SULLIVAN: You just ran through quite a few stats there. How many people have enrolled in a course? Did you give me that?</p> <p>Mr Nordstrom: I haven't given you that. We had this question at a previous estimates hearing. One of the issues we have is that, while we control the platform and we can see who comes and visits the platform, we don't have the back-end data around that translation into enrolments, so I won't be able to give you that.</p> <p>Senator O'SULLIVAN: Is that something you're hoping to resolve?</p> <p>Mr Nordstrom: Structurally, the enrolments are managed—there's a hand-off to the provider to then complete the enrolment process. It's actually a structural constraint.</p> <p>Senator O'SULLIVAN: Who is responsible for promoting organisations to register courses on the site or to develop them for the site?</p> <p>Mr Nordstrom: That's usually contact between my branch and individual providers. We also work in tandem with the Universities Admission Centre in New South Wales.</p> <p>Senator O'SULLIVAN: I'm told that there are currently 597 courses available on the site. Is that right?</p> <p>Mr Nordstrom: It depends the date on which you're quoting from. I've got 598, maybe one different from what you've got there, but it's in the ballpark.</p> <p>Senator O'SULLIVAN: I'm told that there are none available in Tasmania.</p> <p>Mr Nordstrom: I might take that on notice. I don't know whether I've got a specific breakdown of where the courses are located in Australia. I did make the note earlier that 98 per cent of the ones that are on the platform</p>	63-64	6/06/2024
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				<p>are available online, which would obviously mean that, even if a Tasmanian provider is not on there, there are still courses available for Tasmanians.</p> <p>Senator O'SULLIVAN: Okay, that makes sense. There's only one available in the ACT, which is by the chartered accountants, entitled 'Ethics and business'. There's only one in the Northern Territory by Charles Darwin University, entitled 'The pedagogy of Indigenous knowledge sharing through creative and cultural practices'. But, as you say, if there are others available online, that's available to them all. But is there any effort to get more in-person opportunities?</p> <p>Mr Nordstrom: Yes, there is. I should flag that part of this is also a reflection of the comparative immaturity of micro-credentialed course offerings in the higher education sector. One of the things that the minister recently announced was the opening of applications for round 2 of the microcredential pilot in higher education, which closed in March and which the department is currently going through and doing assessments of. A key requirement of that is conditionality around putting the courses onto the platform. Of course, through that pilot, there are opportunities for in-person enrolment in addition to online study.</p> <p>Senator O'SULLIVAN: Okay. Do you have analytics on the most searched for opportunities? What courses seem to be in the most demand from a search point of view?</p> <p>Mr Nordstrom: I might take it on notice. We will have some information about that.</p>		
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SQ24-000794	Department of Education	Matthew O'Sullivan	Higher Education Disability Support Program	<p>Senator O'SULLIVAN: Okay. Thank you for that. I want to ask about the Higher Education Disability Support Program. Can you let me know what universities have received funding under the Higher Education Disability Support Program?</p> <p>Mr Rimmer: I think I'm right in saying that all table A universities are eligible for funding under that program.</p> <p>Senator O'SULLIVAN: How much have they received?</p> <p>Mr Rimmer: The funding for this year is 13.06 million. There are two parts of the program. One is some money that's provided to the Australian Disability Clearinghouse on Education and Training, which is for sector-wide support. The vast majority of the funding is delivered through the disability support fund, which for the 2024 calendar year is 12.75 million.</p> <p>Senator O'SULLIVAN: So the universities have to apply for it or is it provided to them in a block?</p> <p>Mr Rimmer: It's an automatic part of the funding system. They have to give us data about the number of students who report to them their disability status. That's not a perfect process, but then they get a share of that 12.7 million based on their reported student numbers.</p> <p>Senator O'SULLIVAN: Are you able to provide a per-university breakdown?</p> <p>I'm happy to get that on notice.</p> <p>Ms Chipperfield: Certainly, Senator.</p>	64-65	6/06/2024
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SQ24-000795	Department of Education	Matthew O'Sullivan	Migration Strategy	<p>Senator O'SULLIVAN: I want to ask about the migration strategy as well. I know that this issue crosses this portfolio and the Department of Home Affairs, but you were generous enough to help Senator Faruqi with some of her questions, so I thought I'd try my luck as well. The temporary graduate visa changes due to come into effect on 1 July—will they reduce the age limit down from 50 to 35? Is that correct?</p> <p>Mr Rimmer: That's right, but with some exceptions that were announced last week about higher degree by research students.</p> <p>Senator O'SULLIVAN: I've received a little bit of correspondence, and I think some of my colleagues may have as well, from people on a graduate work stream or post-study work stream visa or those close to graduation who have hoped to be able to secure one. Are you aware if these changes are commencing on 1 July—in three weeks time?</p> <p>Mr Rimmer: Senator, I think we would really have to rely on our colleagues for an answer to that question. I wouldn't want to mislead you, and I don't feel equipped to answer that question.</p> <p>Senator O'SULLIVAN: As I said, I'd try my luck. Thank you. I understand. We can go to them. Have you worked with the Department of Home Affairs on these new settings?</p> <p>Mr Rimmer: Senator, we're in very active discussion with Home Affairs about all manner of changes that are currently underway in relation to international education reform, including integrity matters such as this. But some of these things are very much within their portfolio responsibility. It's visa eligibility rules. It's really theirs.</p> <p>Senator O'SULLIVAN: Okay. Have you received any feedback from providers about the impact that it might have on their institutions or, indeed, on international students?</p> <p>Mr Rimmer: I'm not aware of it directly, but I'm happy for us to take that on notice and just check to see whether anything's been received.</p> <p>Senator O'SULLIVAN: Are you aware of when the policy settings will be finalised?</p> <p>Mr Rimmer: I think I said before that I'd really rather rely on my colleagues in Home Affairs for the detailed answers to that.</p> <p>Senator O'SULLIVAN: That's fair enough. Thank you</p>	66-67	6/06/2024
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SQ24-000796	Department of Education	Sarah Henderson	Home Affairs letter to providers for alleged non-genuine or exploitative recruitment practices	<p>Senator HENDERSON: I just wanted to ask either the secretary or Mr Rimmer in relation to the letter to 34 providers for alleged non-genuine or exploitative recruitment practices. Can you provide a breakdown? Firstly, did that letter come from Home Affairs?</p> <p>Mr Rimmer: Yes, Senator.</p> <p>Senator HENDERSON: Were you copied in on the letter or was the department copied in on that letter?</p> <p>Mr Rimmer: I don't think we were copied in on it, but we were broadly aware that it was happening.</p> <p>Senator HENDERSON: You received a copy of the letter?</p> <p>Ms Lapthorne: We were aware of the announcements, but we were not copied in on the letter.</p> <p>Senator HENDERSON: Okay, so you were aware of the letter?</p> <p>Ms Lapthorne: Yes.</p> <p>Senator HENDERSON: Do you have a copy of the letter?</p> <p>Ms Lapthorne: Senator, I might just need to follow that up. I don't have it on me.</p> <p>Senator HENDERSON: Okay, but you have got a copy somewhere in the office?</p> <p>Mr Rimmer: That's not our evidence, Senator. The evidence is that we'll look and see whether we've got it.</p> <p>Senator HENDERSON: Mr Rimmer, I'd really just appreciate it if Ms Lapthorne could be allowed to answer the question. So you've got a copy of the letter? Where is that letter?</p> <p>Senator Chisholm: That's not the evidence that was provided, Senator Henderson.</p> <p>Ms Lapthorne: Senator, can I check with my team whether we have a copy of the letter? I was aware of the issue that you raised, but if I can follow up whether we have a copy of the letter, that would be—if I could follow that up with my team.</p> <p>Senator HENDERSON: All right. In relation to that letter, how many of those education providers, Mr Rimmer, are higher education providers?</p> <p>Mr Rimmer: I'd have to take that on notice, Senator. I don't have that information in front of me. It's very much—this is a Minister for Home Affairs power under the ESOS legislation, section 97.</p>	67	6/06/2024
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SQ24-000797	Department of Education	Matthew O'Sullivan	Minister for Education Review of AUKUS university placements	<p>Senator O'Sullivan:Why are there so few places allocated to Western Australian universities compared to the rest, given that Western Australia will play such a critical role in the delivery of the AUKUS program? Secondly, have you heeded the request of Minister Papalia to have a review of this issue?</p> <p>Mr Rimmer: There was a selection process that was jointly managed between the department and the Australian Submarine Agency. It was, effectively, a competitive tender process. People put in applications and the quality of those applications was considered against a range of selection criteria in terms of evidence about the strategy for maximising student success, membership of the Defence Industry Security Program, provider capacity, student demand and delivery of places in relevant disciplines. I think it is fair to say that AUKUS is going to require a whole-of-nation response from a workforce perspective; it is not going to rely on any one state or any one university. The selection process happened in the way that I have described, and it produced the outcome that you have in front of you in the QON.</p> <p>Senator O'SULLIVAN: Thank you. You say it was competitive. How did that round work? Mr Rimmer: Do you want to speak to that, Ms Hartmann?</p> <p>Ms Hartmann: Places were allocated to providers that could demonstrate a strong level of support for the proposed courses, and they also needed to detail strategies and timelines for how the additional funding would be used to enhance teaching and engagement and wider AUKUS related priority areas to maximise student success. As Mr Rimmer said, it was a competitive process, and providers needed to outline their planned investments to engage quality teachers who can inspire students to succeed in these courses and to utilise evidence based resources. So there were a whole bunch of guidelines, and there were highly suitable courses, suitable courses and not suitable courses. The application template required providers to identify the proposed courses or places and provide written statements of up to 1,000 words. They were the guidelines, and, again, that was assessed through a competitive process.</p> <p>Ms Morton: Just to add to Ms Hartman's information, of the total of 38 universities that could have applied, we received 22 applications from providers. They were assessed against five major selection criteria, which were outlined in the guidelines. The first of those criteria was delivery of places in STEM disciplines and areas that support the nuclear-powered submarine program and ASA requirements. The second criterion was</p>	70	6/06/2024
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			<p>evidence based strategies for maximising student academic success, as well as graduate success rates for specific course fields. They also had to demonstrate membership of and adherence to the Defence Industry Security Program. They also needed to give evidence of their capacity and student demand, and they also needed to provide information around the student support and equity policies and programs to attract, retain and support those students. They were the five main criteria that were applied.</p> <p>Senator O'SULLIVAN: Given that it was competitive, I see on page 3 of this article, right down the bottom, Minister Papalia is taking ownership of the submission that was put into that competitive bid process, along with the WA universities. I take it, then, that their submission was inferior, competitively, to the other bids that were put in, given that they did not receive a proportional share.</p> <p>Mr Rimmer: I don't think we could say that here and now, Senator, or that it would be appropriate to go into the detail of the assessment process, given that it was a competitive process. But I can tell you that applications were oversubscribed, and it was very competitive. ASA had some very strong views about what courses they wanted to see and whether they believed the courses were going to align with their requirements, and that was an important factor of the decision-making, along with the other factors that have been mentioned. I am not sure that we can give any further—</p> <p>Ms Morton: Yes, we wouldn't reflect on the quality of an application that was received in this forum, Senator.</p> <p>Senator O'SULLIVAN: Okay. Given that the Western Australian government's submission did not receive the support that it was hoping for, it did ask for a review. Was that review formally considered?</p> <p>Mr Rimmer: No, Senator. I'm not sure we saw that anywhere other than the media report.</p> <p>Ms Morton: We did not receive a formal request, Senator, to my knowledge, to have a review.</p> <p>Senator O'SULLIVAN: Oh, so the minister there has just thumped his chest but hasn't actually formally asked for anything?</p> <p>Mr Rimmer: There may be a letter somewhere in the system that I am not aware of right now.</p> <p>Ms Morton: Not immediately to my knowledge. I am not aware of it.</p> <p>Senator O'SULLIVAN: It is alright to use media as a tool, but there is a formal process that could have been followed.</p> <p>Senator Chisholm: I would have to take it on notice, Senator.</p>		
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				Senator O'SULLIVAN: Yes, if you could take on notice whether there has been any formal request for a review from the minister in Western Australia, that would be very good		
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SQ24-000798	Department of Education	Sarah Henderson	Startup Year program pilot working group	<p>Mr English: The current process is a working group established to oversee the pilot process, which includes all participating universities and some external experts who help to set up the scheme at the beginning, who have been participating as invited to help bring different pieces of expertise into the discussion. But we have been mainly focused on the discussion between the partner universities and the department, as things like system requirements for enrolment details and connection between our central system and the universities' enrolment system need to be navigated. On the guidelines, we would need to take on notice the specific formal reports we expect from them but, as I said, there has been extensive regular contact at officials level in addition to this working group process. Even today, there is strong representation across the partner universities, meeting with an external expert talking about some of the design features of programs that have been led in other contexts that will provide opportunity for universities to learn from. So a strong community has been developed across the universities, who are engaged actively with Startup Year ambitions.</p> <p>Senator HENDERSON: Can you tell me about the working group? Who are the members of the working group?</p> <p>Mr English: The working group at the moment is the department and the partner universities. The first iteration of it had a range of external experts, whose names I would need to bring together. From memory I don't know.</p> <p>Senator HENDERSON: You can provide those names on notice, that's fine</p>	73	6/06/2024
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SQ24-000799	Department of Education	Sarah Henderson	Startup Year program courses	<p>Senator HENDERSON: So does joining up to one of these startup courses—the entrepreneurship courses at both Flinders and UNSW—guarantee the student a job at the end of the course?</p> <p>Mr English: Senator, I don't know how you would think we would be guaranteeing students a job at the end of a course.</p> <p>Senator HENDERSON: No, no. I am asking the question because—</p> <p>Mr English: That is not part of the design.</p> <p>Senator HENDERSON: That is what I am asking. In other words, there is no industry linkage where there might be a partnership with an industry partner which may provide an opportunity for ongoing work?</p> <p>Mr English: The design features of the guidelines, which we can email you on notice if need be, did require that the universities describe their industry connections, engagements and the experience that they would offer the students in developing those industry connections and engagements. But, in terms of either a guaranteed start of a business or a guaranteed job at the end, I think that would be both unfeasible and unusual across the higher education system, which is about providing people with tools to make their choices and opportunities.</p> <p>Senator HENDERSON: Mr English, can I put to you that, in this current economic climate, when so many students are under very significant cost of living pressures, taking on another year of study full-time, incurring a full-fee loan and the liability of that loan, presents, as we warned last year, a very significant barrier, and that might explain why there has been such a poor take-up to date.</p> <p>Mr Cook: Senator, I think you are asking for an opinion on government policy.</p> <p>Mr English: Yes.</p> <p>Mr Cook: If you are asking for an opinion, it is not fair to ask Mr English for a view on the matter.</p> <p>Senator HENDERSON: I am just asking the Secretary about the design of the program—</p> <p>Mr Cook: It is a government policy, Senator.</p> <p>Senator HENDERSON: I understand that.</p> <p>Mr Cook: So you can't ask an opinion of this officer about a government policy, I'm sorry.</p> <p>Senator HENDERSON: In terms of the feedback you have received through the working group, what feedback have you received from the universities about the take-up to date and, of the other nine universities, how many are</p>	74-75	6/06/2024
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indicating that they will be offering a course? So no more courses are being offered this year—because they are full-year courses?

Mr English: No, they are not required to start on any particular timetable, so they are working towards the goal that is through the balance of this year. So they can start in October and enrol for the period to the end of October next year, if that is what is needed to complete the study load. I think all the partners are learning that the marketing and the student engagement to encourage recruitment to this course is an effort that is required to bring a new course into the market—

Senator HENDERSON: So could you explain what other courses are in the wind? What other pilot partners have plans to roll out courses? Could you describe what those plans are?

Mr English: in terms of qualification names, I don't have that information with me. I can tell you that—I can take it on notice to provide more detail—variously across the universities that are still to roll their scheme out, some have opened expressions of interest towards commencements in August or September. Some are working towards an October commencement date. All of them are working within the guidelines that we have published and on which they applied for approval to access this funding through late last year. Many of them are still navigating the academic approval processes, which are a critical part of the design here, in that they embed some of the content for students to take away from the experience. If you have more specifics you would like me to take on notice, I could do so.

Senator HENDERSON: Are there any other courses being offered to start in August, September or October?

Mr English: Yes. There are a number of universities working towards starting. In fact, I think—

Senator HENDERSON: Could you outline those plans, Mr English?

Mr English: Charles Sturt University is expecting to commence in October. Curtin University is expecting to commence in September. Queensland University of Technology is working towards August. Swinburne university is working towards September. The University of Queensland is still to confirm their date, in the next

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month or two. The University of New England is September; Western Sydney University, July. So we are seeing quite constructive and continuing

				<p>engagement across the providers and we have encouraged them to share lessons but also to take their own path and align this with their offerings and student needs.</p> <p>Senator HENDERSON: Could you please describe what courses they are looking to offer? Mr English: I would have to take that on notice, Senator, in terms of the titles and—</p> <p>Senator HENDERSON: Have any universities sought Commonwealth supported places for the Startup Year program? Have they said that we can do this but we would like to be able to access CSPs?</p> <p>Mr English: I don't believe there has been that discussion—it is certainly not a discussion that I've had. There are no formal requests for a different funding arrangement. The terms of this were clearly made available at the beginning.</p> <p>Senator HENDERSON: Thank you very much, Mr English. I look forward to that further information on notice.</p>		
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SQ24-000800	Australian Research Council	Mehreen Faruqi	ARC Discovery projects - expression of interest scores	<p>Senator FARUQI: I'll go to another topic, which is the recent move to the two-stage process for the discovery projects. I understand that it has revealed sometimes very large differences in the scores given by the three different College of Experts members for the same grant. Of course, this will happen, to some degree, in any peer-review scoring system, but I want to find out whether you have done any analysis on the distributions of expression of interest scores and the full application that used to happen before? I think it is important for the trust in the process and for transparency to understand what the differences are.</p> <p>Dr Johnson: We haven't done an analysis of the first stage of the DP as against last year or previous years' DP, because the round itself has not finished yet, as a total. But it is definitely an aspect of the way the assessments are done, where there is a process to look at anomalous results, and Professor Twomey will be very happy to give you an insight into the way that happens. It kind of happens as we are doing the process, so we don't wait until the end to then retrospectively compare it to another round—not that we are saying that wouldn't be a good idea—</p> <p>Senator FARUQI: Because those rounds are so different, I guess. There is a two-stage process, which is DP25.</p> <p>Dr Johnson: Indeed, yes.</p> <p>Senator FARUQI: And then there was the previous DP scheme, so I am just wondering whether you are planning on doing an analysis.</p> <p>Dr Johnson: We are certainly planning—and we have said this all along because, as you are aware, there was a really strong appetite amongst researchers for us to trial or implement a two-stage process—and we designed the process in consultation with the sector. But all along we have said that we are looking for feedback points all across to learn how it went and what things we might change to improve it next time. But, if you would like to know a little bit about how we addressed your initial concern at the first stage, Professor Twomey will be able to take you through that briefly.</p> <p>Prof. Twomey: I can also reassure you, Senator, that we are having a post-implementation review of the DP two-stage process, so we will be looking at all steps along the way. I need to understand your concern a little better before I answer the question though, if you could—</p> <p>Senator FARUQI: Sure. I am just raising this concern that I have heard that the two-stage process has revealed sometimes very large differences in scores given by three different College of Experts members for the same grant. And that may not have been the case for the one-stage process. So</p>	76-78	6/06/2024
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			<p>what I am asking is: will you do a proper analysis of both systems to compare how they are faring?</p> <p>Prof. Twomey: Yes, we will. And when we were doing the assessments of the first stage—the DIY stage—we made sure that we had a proper process in place so that, for applicants who had varied scores that were more than two letter grades apart, we looked at whether they were disadvantaged by the median or the mean score, and we made sure that the higher of the two scores was their final calculation. So we had a very careful process in place to deal with those very large discrepancies in scores, and we will, as I stated earlier, have a post-implementation review and examine the outcomes of the scheme.</p> <p>Senator FARUQI: Okay. Have you sought before, in the analysis that you have done, or will you seek now in what you do, any external advice on your methods and ranking to verify that your methods and ranking proposals are robust?</p> <p>Prof. Twomey: Yes. In any post-implementation review you would speak to stakeholders but you would also look at international best practice and see how your scheme was tracking against that. So that is part of our internal processes for ensuring that we continue to deliver results that fund the most excellent research.</p> <p>Senator FARUQI: So you said you will consult stakeholders. Who would those stakeholders be?</p> <p>Prof. Twomey: The stakeholders will be the College of Experts who conducted the assessment.</p> <p>Senator FARUQI: Who actually did the assessment? I am talking about external to the ones who have done the assessments.</p> <p>Prof. Twomey: Yes. We will also consult research officers, DVCRs, people who were involved in the process.</p> <p>Senator FARUQI: And you have done this before for the previous analysis?</p> <p>Prof. Twomey: Of the results?</p> <p>Senator FARUQI: Yes. You said you have looked at the one-stage process and have done that.</p> <p>Prof. Twomey: Yes.</p> <p>Senator FARUQI: Did you consult external stakeholders for that process?</p> <p>Prof. Twomey: I'm not sure what you mean there, Senator, because we clearly identified that, when applicants submitted their EOI, their EOI would be assessed by the members of the College of Experts.</p> <p>Senator FARUQI: Yes, I do know that.</p>		
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				<p>Prof. Twomey: And so who else would you like us to have consulted about those applications?</p> <p>Dr Johnson: I think the senator is—</p> <p>Senator FARUQI: I'm not talking about applications; I'm talking about the analyses of the results.</p> <p>Dr Johnson: Yes, Senator. I think it is important to put a little ring fence around the fact that, when you are running a process for a Commonwealth program, it would be unusual midway to seek external stakeholders' views on the result halfway. In fact, there may well be rules that proscribe you from doing that. I think what Professor Twomey was saying was that, once we have completed the round, we will have a full assessment and analysis of it and yes, we will involve stakeholders in that process.</p> <p>Senator FARUQI: I understood from Professor Twomey that previously these schemes have been analysed in a similar way, so I was asking, if external stakeholders were consulted, who they were.</p> <p>Dr Johnson: We are happy to take on notice what the previous practice has been.</p> <p>Senator FARUQI: And could you also take on notice who would be the external stakeholders that you would consult?</p> <p>Dr Johnson: We are happy to take that on notice.</p>		
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SQ24-000802	Australian Research Council	Sarah Henderson	ARC Centres of excellence	<p>Senator HENDERSON: Good afternoon everyone. Thank you for making yourselves available a little bit earlier today. Dr Johnson, I would just like an update on the centres of excellence, and I want to confirm that the minister, under the new legislation, continues to have a veto in relation to those projects, the scope of that funding.</p> <p>Dr Johnson: Under the amended legislation, which commences on 1 July, in terms of the decision-making around the schemes, there is what we would call a bifurcated process, which is a silly word to say that the minister retains the final decision-making for outcomes on three schemes, and colloquially in the ARC we call those major investments, but that includes the centres of excellence, the industrial training and transformation hubs. For the remaining schemes, the new ARC board will be the decision-maker in terms of those outcomes.</p> <p>Senator HENDERSON: So, Dr Johnson, what is the total value of those major projects, for this financial year?</p> <p>Dr Johnson: I might get some assistance here in terms of adding up the three.</p> <p>Senator HENDERSON: Yes, and, if you could provide the value for each of the three, that would be terrific.</p> <p>Dr Johnson: We are happy to do that and, if we are running short on time, we are happy to take that on notice as well. But if we can provide it now we will.</p> <p>Senator HENDERSON: Can you describe it in rough terms? I am just trying to get an understanding, in terms of your total funding, of roughly how much comprises those three major areas of funding.</p> <p>Dr Johnson: I will see if my team can help here.</p> <p>Senator HENDERSON: No pressure.</p> <p>Dr Johnson: No pressure. But we are also very happy to take another question while we wait.</p> <p>Senator HENDERSON: Yes, why don't we do that? I will come back to that. Are you able to describe the work that you are doing with your centres of excellence, because they tend to be the very large projects in quantum of funding and also their duration.</p> <p>Dr Johnson: Indeed. They tend to be several years and they are, I guess, the flagship in terms of the ARC schemes. They are large, sustained research efforts, highly focused. Each centre of excellence we will ask to conduct what we call a mid-term review. So at the mid-point they will provide an update and we will assess how they are tracking against their stated goals.</p>	78-79, 80-81	6/06/2024
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				<p>In fact, we have just been doing some quite recently. Then, of course, at the end, the centre needs to write a report on what it achieved against the stated objectives of the project as it was funded.</p> <p>Senator HENDERSON: If you can provide, on notice, the committee with an update of the major projects in those three different areas, I would be grateful.</p> <p>Dr Johnson: We are happy to.</p> <p>...</p> <p>Senator HENDERSON: Thank you so much for that update. Just going back to the quantum of those major projects, do you have any further information?</p> <p>Dr Johnson: I'm hoping to, and, given that Professor Twomey did all the work while I was answering those questions, Professor Twomey might answer.</p> <p>Prof. Twomey: Well, the team conducted the work and we are thankful to the team, but our estimate now is \$449 million per annum.</p> <p>Senator HENDERSON: And is that right across the three categories?</p> <p>Prof. Twomey: That is across the three schemes, yes.</p> <p>Senator HENDERSON: And that is out of a total, for this financial year, of how much funding?</p> <p>Prof. Twomey: \$895 million.</p> <p>Dr Johnson: That is for this financial year, 2023-24—just clarifying your question.</p> <p>Senator HENDERSON: Yes. Okay.</p> <p>Prof. Twomey: But we can certainly provide you with that information.</p> <p>Senator HENDERSON: So roughly half, alright. Could you provide, on notice, an update on the status of those major projects. I won't hold you up now.</p> <p>Dr Johnson: We are happy to.</p>		
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SQ24-000803	Australian Research Council	Sarah Henderson	ARC Correspondence between ARC and Macquarie University	<p>Senator HENDERSON: Alright. We will come back to the content of the projects when you get those numbers together. I want to raise an issue of Dr Randa Abdel-Fattah. I wrote to the minister about this particular research project, valued at \$837,174. I raised concerns because of the activities of Dr Abdel-Fattah, including promoting the online doxxing scandal against Jewish Australians and publishing an image on her Facebook page of a man parachuting with the parachute in the colours of the Palestinian flag, which is reminiscent of the motorised paragliders used by Hamas terrorists to attack Israelis on 7 October. Dr Abdel-Fattah has also made some very offensive comments in relation to Israel, and I quote from a social media post of 12 February:</p> <p>... Israel can't be rehabilitated or saved. This isn't a rehab project for a state built on theft & ethnic cleansing, sustained on genocide. This is a liberation movement to end a brutal settler colonial apartheid regime that inflicts this misery & enjoys it.</p> <p>Then, of course, Dr Abdel-Fattah was involved in the kids excursion to Sydney university where she was involved in encouraging children who attended the protest encampment to chant 'intifada'. In light of all this—and she is under investigation from Macquarie University—have you been liaising with Macquarie University in relation to that investigation?</p> <p>Dr Johnson: Indeed, we have. The reported activities, prima facie, are concerning, but to us only if there is a nexus to the research project that the individual is undertaking. I will note that the researcher has had two ARC grants. One was approved in December 2017; the second one in September 2022. It is important to preface this evidence with a couple of points. Firstly, the agreements that we undertake are with the universities, not with individuals.</p> <p>Senator HENDERSON: Yes, I understand that.</p> <p>Dr Johnson: Secondly, the grants don't equal all of an individual's research time. For example, it is usually 0.8 of their time that is spent on the research an 0.2 would be dedicated to performing other things, including university services. Thirdly, we absolutely can't prejudge the matter and have to respect due process. Having said that, we have engaged with Macquarie University numerous times on this matter, in person and in writing. The first time was on 12 March, then 29 April, 9 May, 28 May, and 3 June. That includes me writing directly to the Deputy Vice-Chancellor (Research) of Macquarie university, who is an incredibly experienced individual, and I've sought assurances from Macquarie University regarding the proper</p>	79-80	6/06/2024
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been an undertaking to conduct the considerations as expeditiously as possible.

Senator HENDERSON: Would you be able to table, on notice, the correspondence between the ARC and Macquarie University?

Dr Johnson: I am very happy to take that on notice.

SQ24-000804	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Letter to providers regarding student safety	<p>Senator HENDERSON: Good evening, and thank you very much for being here to assist the committee in its inquiries in this important democratic process. I want to ask about your regulatory role in relation to student safety on university campuses. This has been a very controversial issue in relation to sexual harassment and sexual assault, and now, of course, we have the very alarming issue with student safety, particularly the crisis of anti-Semitic incidents on university campuses. We have been talking about the letter that you sent all universities and tertiary providers, I believe, on 10 May. Can I ask you who received the letter and who has responded to the letter?</p> <p>Dr Russell: There were two variants of that letter. One was sent to all universities, and that version included a request that they supply us with information. The other version was identical, other than that it did not ask the independent higher education providers to send us information about issues arising from protests because there was no intelligence to indicate that there were protests within the independent providers.</p> <p>Senator HENDERSON: You asked for a response by Wednesday 15 May and then fortnightly updates thereafter.</p> <p>Dr Russell: Correct.</p> <p>Senator HENDERSON: Did you receive a response from every university by that date?</p> <p>Dr Russell: Not by that date, but we now have data from all of the universities for that first round of data collection.</p> <p>Senator HENDERSON: What about the second fortnightly report that you requested?</p> <p>Dr Russell: We have received some of those responses. We are still chasing universities for some data. So it is not yet complete, so we haven't been able to analyse the second round of data.</p> <p>Senator HENDERSON: On notice, can you provide the committee with copies of those responses please? Dr Russell: We can.</p> <p>Senator HENDERSON: Thank you.</p>	100	6/06/2024
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SQ24-001030	Department of Education	Matthew O'Sullivan	Permanent migration program	<p>Senator O'SULLIVAN: I have a page number for you this time. On page 22 of the education PBS, a permanent migration program budget measure is listed. This is a cost measure for the department. Is this correct?</p> <p>Mr Boyd: Is that at the bottom of page 22: permanent migration program?</p> <p>Senator O'SULLIVAN: Yes.</p> <p>Mr Boyd: There's a figure there: \$1.598 million in 2024-25. That's actually administered. That's a reduction in payment from a program, and specifically, from memory, it relates to the decision to cease new applicants for the Destination Australia program. It's part of the offset, if you like, to fund the accord measure that was announced.</p> <p>Senator O'SULLIVAN: So it's coming from the other—</p> <p>Mr Boyd: It's stopping the continuation of a program, if you like, and then the funding for that was placed towards the accord measure.</p> <p>Senator O'SULLIVAN: I have a couple more questions to clarify.</p> <p>Mr Cook: Senator, I'm not sure that's correct. I thought that was about migration more broadly rather than Destination Australia. We might have to take it on notice. It's not about Destination Australia.</p>	14	5/06/2024
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SQ24-001031	Department of Education	Kerrynne Liddle	Respectful relationships - Renmark High School presentation	<p>Senator LIDDLE: Thank you for that. I'm going to jump again to respectful relationships. I know we talked about the respectful relationships program earlier. I might have missed it, so I apologise if we're covering the same ground. Did you commit to providing a breakdown of the funding for that program by state and territory?</p> <p>Mr Cook: That's available online. It's on the Federal Financial Relations website.</p> <p>Senator LIDDLE: And there is approved curriculum content wherever that program is delivered? Are you familiar with the incident that was raised in the media related to the high school in Renmark in South Australia in relation to the delivery of respectful relationships to a year 9 class by a third-party provider?</p> <p>Mr Cook: I'm sorry; I'm not.</p> <p>Senator LIDDLE: I can probably table it if you like. I've got copies of it if you want me to give them to you. There are quite a few online, but I can give you a bit of a run-down. I'm happy to table them if you like, but, otherwise, I can just tell you what is in the media.</p> <p>Mr Cook: Sure.</p> <p>Senator LIDDLE: I'll just tell you in a nutshell what those reports suggest. The program was delivered by headspace—it's a great organisation, and it does a lot of good work with young people—with a third-party provider, and a number of my colleagues were contacted by parents concerned about some of the material that was delivered as part of the classroom content. In terms of consent, are parents required to consent to participate in that program or that curriculum, and is that an opt-in or an opt-out consent?</p> <p>Mr Cook: They would be policies that the state department would set, rather than us. I'm sorry. We would have to ask the South Australian education department what their policy is in relation to parental consent on those particular subjects.</p> <p>Senator LIDDLE: Okay. My understanding is that headspace is the key deliverer of this program, and, in this case, it appears as if they've delivered it through a third party. The program is delivered through the Australian curriculum. I'm trying to understand what's happened in this instance. If it's as has been reported here, content appears to have been included in this curriculum that some parents have really objected to.</p> <p>Mr Cook: It's a bit hard, not knowing the details, but the usual practice would be that a school that's inviting a third party in would be reviewing the content. I'm not laying the blame on the school or anything like that, but I'm</p>	73	5/06/2024
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				<p>just saying that it would be normal practice for a curriculum coordinator or a deputy principal to review the content that's being delivered by a third party that they brought into their school. That would usually be the process. I'm just not sure what's happened here. I'm sorry.</p> <p>Senator LIDDLE: I understand the state government's investigating this and I understand the states deliver education. But, given that this is headspace and it is the Australian curriculum that we're talking about, I'm just trying to understand what involvement you actually have in understanding what's actually happened here?</p> <p>Ms Brighton: I don't believe the headspace program you're referring to is an Australian government funded program. The respectful relationships framework that I talked about earlier on is specifically designed to provide guidance on the delivery of respectful relationships education in schools. So that will really assist to set the expectations about what the evidence based material is that should be used in schools. That funding that the Australian government has provided is designed to fund activities building upon using that evidence base of good quality materials for respectful relationship education, but for the specifics of that particular school we would have to engage with the South Australian department on that.</p> <p>Senator LIDDLE: Could you make that inquiry and let us know if that's the case? We're talking about respectful relationships; I'm not actually talking about the same program as you're suggesting it might be.</p> <p>Ms Brighton: Yes.</p>		
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SQ24-001032	Department of Education	Sarah Henderson	Studio Schools documents provided to the committee	<p>Senator HENDERSON: Thank you for providing further information today. I have to put on record my concern that some of the material that we asked for back to last October was not furnished to this committee for many months. Are you able to explain the reason for the delay in providing all of these materials on notice? Just for the benefit of Hansard and those listening, I did ask you to immediately table all of the relevant documents in the February estimates, and that related to a request that I made last October. You undertook to do so. You said it would take a few days to have material redacted. We did not receive those documents until the last couple of weeks.</p> <p>Mr Cook: Sure. I did take it on notice. It was 441 pages, I think, that we provided you with, not counting the pages that we've provided to you today. As I indicated earlier in corporate, in terms of questions on notice, we gave you the dates those questions were provided to the minister's office and they were cleared, as is required. The minister cleared the responses.</p> <p>Senator HENDERSON: In relation to the Studio Schools material, when did you provide those documents to the minister for him to review prior to those documents being provided to the committee?</p> <p>Mr Cook: It would have been on one of those dates that Mr Markovic read out this morning; but I'm sorry, of the 400-and-something questions—we can find out.</p> <p>Senator HENDERSON: Could you find out and bring that back?</p> <p>Mr Cook: Sure.</p>	74	5/06/2024
SQ24-001034	Department of Education	Sarah Henderson	Minister for Education HECS indexation announcement - correspondence	<p>Senator HENDERSON: Could I turn to the announcement by the government on 5 May in relation to HECS indexation. Minister, on 5 May, did the Minister for Education know that the ATO was going to be announcing that indexation would remain at 4.7 per cent from 1 June this financial year?</p> <p>Senator Chisholm: I don't know the answer to that. I don't know whether the department could help you.</p> <p>Senator HENDERSON: Could I ask, on notice, for you to provide all relevant correspondence—messages and emails, formal or informal—in relation to that announcement, including the announcement by the ATO on 7 May? What I'm concerned about is that this announcement was made on 5 May and yet, two days later, the ATO confirmed, as it's required to do under legislation, that indexation would not go from 4.7 per cent to four per cent and yet there was no indication of that in the minister's announcement on 5 May. So I'm concerned that three million Australians with a student debt</p>	26	6/06/2024

				<p>have been misled, and I would ask you to explain why the government wasn't more transparent about that.</p>		
SQ24-001035	Department of Education	David Pocock	Job Ready Graduates	<p>Senator DAVID POCOCK: That's interesting. Thank you. Could I go on to Job Ready graduates, which I understand Senator Faruqi asked questions about earlier. I'm interested in whether the department has looked at how much additional debt people who have studied or are studying courses like communications, law and the humanities would have if the JRG changes had not come into effect.</p> <p>Mr Rimmer: I'm not sure that we've done analysis that directly addresses the question in the way that you've framed it.</p> <p>Senator DAVID POCOCK: Are there plans to look at it? We've heard the government say that the JRG is broken and not working and we've saddled this cohort of students with debt. Are there plans to work out how much extra debt they have due to the JRG?</p> <p>Mr Rimmer: The accord process considered all of those matters and came to a conclusion about the JRG. The minister earlier gave an indication of the government's position on the JRG. Some of the matters that you're asking about are, effectively, factual matters about the current FEE-HELP student contribution amounts; we can definitely provide those, if you wish—</p> <p>Senator DAVID POCOCK: Sure.</p> <p>Mr Rimmer: either now or on notice. They're available on the web as well.</p>	31	6/06/2024

SQ24-001036	Department of Education	Matthew O'Sullivan	Minister for Education Cairns CQU campus	<p>Senator O'SULLIVAN: Can I ask about Cairns CQU campus. At the 2022 federal election, a commitment was made to provide 50 million to Central Queensland University to fund a new campus in the Cairns CBD. A media report on 9 May said that the cost to build a new campus has increased by 60 per cent. Does that accord with your understanding as well?</p> <p>Mr Rimmer: I'm broadly aware, through discussions with the vice-chancellor of CQU, that that project is experiencing cost pressure, but we've had no formal approach from them about that. I think I was quite clear to the vice-chancellor that our funding commitment was our funding commitment. I'm aware broadly of the fact that there may be cost pressures on the project, but nothing more.</p> <p>Senator O'SULLIVAN: So there have been no discussions between your department—</p> <p>Mr Rimmer: Other than what I've just referred to, not to my knowledge.</p> <p>Senator Chisholm: I'm just putting my other portfolio hat on. I thought the money was out of Infrastructure.</p> <p>Mr Cook: That's correct. It didn't come through our department. I'm sure it was out of Infrastructure.</p> <p>Mr Rimmer: Notwithstanding, I'm meeting with the vice-chancellor of CQU. He rang me this morning and I agreed to meet with him in a week or so. I might ask him where things are up to.</p> <p>Senator Chisholm: It's the same as the CQU in Darwin, too. I think they're both out of the Infrastructure.</p> <p>Senator O'SULLIVAN: Has the government been formally advised that there are increased costs?</p> <p>Mr Cook: That's Infrastructure rather than us.</p> <p>Senator O'SULLIVAN: All right. We'll put some questions on notice to them then. You haven't had any correspondence through to your department between CQU and the department?</p> <p>Mr Cook: Not that I'm aware of and not that I've seen.</p> <p>Senator O'SULLIVAN: And the minister's office?</p> <p>Senator Chisholm: I will check.</p>	60	6/06/2024
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SQ24-001037	Department of Education	Sarah Henderson	Integrity investigations of higher education providers	<p>Senator HENDERSON: My concern is that these 34 providers reflect on both higher education and VET providers. My instinct is that, from what I understand, this involves either none or very few higher education private providers. I'm asking if anyone in the department has any knowledge whether any higher education provider is one of the 34 that's received a letter.</p> <p>Mr Rimmer: No, Senator. There are 1,400 CRICOS registered providers—1,440 or something. We don't know where these 34 fall in that spectrum. We don't know the information that you're asking. It would be inappropriate for us to do so because this is the very pointy end of Home Affairs compliance activity. This is intelligence-driven compliance that's not appropriate for people outside of the home affairs department.</p> <p>Senator HENDERSON: When you say 'intelligence-driven', what do you mean by 'intelligence-driven'?</p> <p>Mr Rimmer: Senator, I'm just really referring to the business of Home Affairs about visa integrity and integrity of the Australian immigration system.</p> <p>Senator HENDERSON: I'm going to ask you to take that on notice. I am surprised that not one person in your entire department knows whether higher education providers for which you have direct responsibility fall within the category of the 34 providers, because this has been used by your government to suggest and to sustain and place a black cloud on a broad section of the sector, particularly private higher education providers. What I'm interested in is to determine whether any higher education providers have been caught up in any integrity investigation.</p>	69	6/06/2024
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SQ24-001038	Department of Education	Sarah Henderson	Minister for Education Activism in the classroom	<p>Senator HENDERSON: I think that the vast majority of teachers do an incredible job in this country—work extremely hard, are incredibly committed to their students—but there are a very small number of teachers, fuelled, I have to say, by some of the teacher unions, who are intent on indoctrination on certain issues in the classroom. What is your government doing to prevent activism and indoctrination in the classroom?</p> <p>Senator Chisholm: We obviously think that teachers shouldn't act in a biased or prejudiced way. As I said earlier, we don't employ one teacher; they are employed in the state and territory jurisdictions and, obviously, with the private schooling system as well. They do have standards that they are expected to meet in those jurisdictions. We'd expect them to comply with those. I don't believe that there is a case for activism in the classroom. It doesn't belong there. I'm sure that the minister agrees with that as well.</p> <p>Senator HENDERSON: When you have seen instances of this occurring, what action have you taken? If you can't detail that action now, I'd appreciate it if you could take it on notice.</p> <p>Senator Chisholm: I think what the minister is doing is providing the national leadership about expectations in the classroom, as to what people should be taught. They should be taught the curriculum, full stop. That's where it starts and that's where it ends. That's what our expectation is and that's what I'm sure—well, I would expect—the states and territories would be holding their teachers to account on as well.</p> <p>Senator HENDERSON: Thanks, Minister. On notice, I'd be grateful if you could provide any further information about what actions the minister has taken in relation to, for instance, the pro-Palestinian teachers who have targeted Anzac Day—the activists who have sought to distribute materials which are not in accordance with the curriculum. Please, on notice, provide the committee with information as to what actions the minister has taken in that regard.</p>	34	5/06/2024
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SQ24-001039	Department of Education	Larissa Waters	National Respectful Relationships Education Expert Working Group	<p>Senator WATERS: Who is on that working group?</p> <p>Ms Brighton: Dr Hunter probably has the detail.</p> <p>Mr Cook: Paddy Kingsley?</p> <p>Ms Brighton: Yes, Paddy Kingsley has been the chair of that working group. We have had a range of experts in the field that have been driving that work, including some of the key academics in the field as well as proponents. So we'll just see if we can get the list up for you.</p> <p>Senator WATERS: And, just out of interest, do you have any young people on that working group?</p> <p>Senator Chisholm: Chanel Contos is on there.</p> <p>Senator WATERS: Chanel is on there? Okay.</p> <p>Senator Chisholm: Heather Clarke from the National Association of Services Against Sexual Violence; Dr Michael Salter from the University of New South Wales; Dr Fiona Martin; educational and development psychologist, Dr BJ—</p> <p>Senator WATERS: As in ex-MP Fiona Martin—same lady?</p> <p>Senator Chisholm: I believe so. Yes. Dr BJ Newton from the University of New South Wales, Social Policy Research Centre; and Katrina Marson from Relationships and Sexuality Education Alliance ACT.</p> <p>Senator WATERS: Thank you. I know a lot of those folk.</p> <p>Senator Chisholm: Representatives from each jurisdiction and the National Catholic Education Commission and Independent Schools Australia.</p> <p>Senator WATERS: Okay. And who is representing the public school sector?</p> <p>Mr Cook: Every state and territory has a representative on there from the public school sector.</p> <p>Senator WATERS: Okay. Great. Thank you. If you could give me that in written form, that will help me.</p>	62-63	5/06/2024
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ANU-01	Australian National University	Mehreen Faruqi	ANU Investments	<p>Senator FARUQI: My question, specifically, is: you have investment in these companies that produce weapons that have killed 36,000 Palestinians; does that meet the threshold of social injury?</p> <p>Prof. Blackhall: Following what the Vice-Chancellor said, yes, we do hold a small number of investments in our long-term investment plan and, as Genevieve mentioned, the socially responsible investment policy will be reviewed next Friday at our council meeting. Ultimately, that will be consideration for council.</p> <p>Senator FARUQI: According to freedom of information disclosures, ANU held 6,758 shares in BAE Systems, worth approximately \$143,000 at the end of October 2023. By the end of November—and this is the time that the genocide is occurring—this had increased to 8,517 shares at an approximate value of \$171,000. That is not a small amount. BAE Systems is involved with supplying fighter jets to Israel. How does the ANU justify investing more in BAE Systems since the beginning of this genocide?</p> <p>Prof. Blackhall: Under the socially responsible investment policy, ANU itself doesn't choose the individual stocks that are selected. They are selected by an external investment manager who is required to meet the conditions.</p> <p>Senator FARUQI: You can't abrogate your responsibility on that.</p> <p>Prof. Blackhall: Respectfully, that is how the policy is implemented at the moment, and, as I've said, it will be revisited for discussion at council next Friday. In terms of the numbers you have quoted, we don't have those numbers to hand, so I am happy to take on notice to confirm that those are the correct numbers.</p> <p>Senator FARUQI: Sure.</p>	85	6/06/2024
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ANU-02	Australian National University	Lidia Thorpe	ANU Investments and legal advice	<p>Senator THORPE: I wish to continue from Senator Faruqi's questions about ANU's complicity in genocide due to its weapons holdings. Can you please confirm if ANU has any indirect investments in military technology and weapons companies, for example, through trusts?</p> <p>Prof. Blackhall: I would have to take on notice the breadth of the question you are asking, Senator Thorpe. I can say that we have discussed our holdings under the long-term investment plan already. We also have relationships with defence companies both contractually and through philanthropic donations.</p> <p>Senator Thorpe: Thank you. So with regard to ANU's ties with weapons companies who sell and manufacture weapons being used in Israel's genocide against Palestinians, has ANU allocated any resources towards obtaining legal advice on whether ANU or its personnel could be complicit in the case being considered by the International Criminal Court?</p> <p>Prof. Blackhall: Again, I would probably have to take that question on notice, just due to the complexity of it. I would reject completely the notion that ANU is involved in genocide. Perhaps it is worth commenting briefly on the nature of our relationships. We talked, obviously, about investments in the long-term investment plan. I would like to talk briefly about the research relationships that we have with defence companies. We obviously work with a large number of external partners, including across industry and government through various sectors, and we do have, as I said, relationships with a small number of defence companies for a small number of projects. The work that we do under those research relationships is limited in time and scope by the nature of the contracts. And all research undertaken at the university is done under the banner of academic freedom, and academic freedom provides our researchers the right to undertake research and to work with partners that are relevant to their area of expertise. But, crucially—and I would like to make this point—academic freedom is subject that all research activities must comply with Australian law and comply with our broader suite of policies and procedures.</p> <p>Senator THORPE: Thank you. So can you confirm whether ANU has sought legal advice regarding its investments?</p> <p>Prof. Blackhall: Again, Senator, I would have to take that on notice to confirm. Could I also please clarify whether you are talking about legal advice in regard to the long-term investment plan or about advice in regard to the research partnerships?</p>	87	6/06/2024
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ANU-03	Australian National University	Lidia Thorpe	ANU Meetings with lobbyists	<p>Senator THORPE: Thank you. Just on that, how many meetings have ANU chancellery staff had with lobbyists and representatives from weapons manufacturing companies since 7 October 2023?</p> <p>Prof. Blackhall: Thank you—</p> <p>Prof. Bell: Senator Thorpe, let me take that question for Lachlan. Lachlan and I are both new in role, and I think, in order for us to be able to give you a sense who might have flowed through chancellery since October of last year will require us to take that on notice.</p> <p>Senator THORPE: Wonderful. Thank you.</p>	88	6/06/2024

ANU-04	Australian National University	Karen Grogan	ANU Instance of Nazi salutes	<p>Senator GROGAN: There was the situation with students using the Nazi salutes, and there has been a lot of commentary about whether that was actually students, or whether third parties were coming on to campus to inflame some of the situation. Can you take us through what occurred in that instance and what you have done to address it?</p> <p>Prof. Bell: Senator, it would help me understand when.</p> <p>Prof. Venville: Was that in the ANUSA meeting?</p> <p>Prof. Bell: Do you mean the online student meeting or a different incident?</p> <p>Senator GROGAN: No, there were some reports. I believe it was reported by Sharri Markson in Sky News on 9 May. I am not familiar with any other article. I'm sure there were other articles, but certainly the one I saw was the Sharri Markson one on 9 May that referred to an investigation into an accusation that students had been using Nazi salutes. They had been caught on camera, so I'm not sure if that is your campus security cameras or whether people have taken photos. I am not aware; hence my question.</p> <p>Prof. Bell: Thank you, Senator. That is a helpful clarification. There were two different events that sometimes get conflated. There was an event early in the encampment where a group of students encountered other people. There was an accusation that there had been fascist signs and signals. The further details there revealed that there had not been, but I'm happy to take on notice getting you a better clarification of that. Then, as Senator Henderson probed earlier, there was also an online annual general meeting of our student association in which there were a number of incidents reported both to us and to the student association about behaviours on line that are working through the disciplinary processes.</p>	89-90	6/06/2024
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ANU-05	Australian National University	Sarah Henderson	ANU Disciplinary action	<p>Senator HENDERSON: That is also in consistent with the University of Sydney. It has not taken action in relation to the word 'intifada', but there was a sign for a meeting in relation to global intifada, which means terrorist uprising, or words similar, to Jews around the world. And the decision was made to pull that sign down and to prohibit that meeting going ahead. So, Professor, I would put to you that your stand on this type of language is not consistent even with the University of Sydney, which has had many incidents of hate speech, some of which it has not acted against, and I would put to you that means that Jewish students at ANU are not safe, and are not being properly protected if you are not taking action against those sorts of slogans being shouted on a loudspeaker.</p> <p>CHAIR: Just before you answer this question, there is the opportunity for the senator to have a follow-up question as well after this.</p> <p>Prof. Venville: I would really like to clarify that we have communicated, and the Jewish students who are here today have been very clear that those terms are hurtful to them. We have communicated that very clearly to the encampment participants where we can and asked them not to use those terms, and they have, at times, refrained from using the terms. But sometimes terms return. We keep asking them not to use them, where we can, and then, if we are able to, we use our disciplinary proceedings to take action.</p> <p>Senator HENDERSON: Professor Venville, thank you very much for that clarification. So how many times have you taken disciplinary action or other proceedings in relation to the use of those terms?</p> <p>Prof. Venville: Specifically in relation to those terms, I will take that on notice. I don't know. But, as the Vice-Chancellor has repeatedly said, we have 10 situations where we are taking disciplinary proceedings up to this date.</p>	92	6/06/2024
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ANU-06	Australian National University	Karen Grogan	ANU Teaching social cohesion	<p>Prof. Blackhall: Yes, absolutely. I might just touch on the question around the education side of things as well. In the last few years we have adopted new graduate attributes, which underpin all our undergraduate teaching in particular, and are being incorporated now into the research strategy that we are now rolling out. One of those three attributes is around critical thinking, so recognising that these skills really do underpin the way that we think about these global challenges. At the risk of this being a marketing message for the university, we are the Australian National University, and we were created for the purpose of undertaking education and research that was in the national interest. We remain a resource for all Australians, for governments for industry and for civil society to come to us and to be able to address and work on these kind of challenges. I think it is a critical point in time when universities, government and industry can come together to really tackle the critical challenges that we were facing as a society.</p> <p>Senator GROGAN: I would be very keen to be kept apprised of where you are going with this. I think it is critically important.</p> <p>Prof. Bell: And we would love to share that with you, Senator. We have also had over the last couple of years—it pre-dates Lachlan and I in the chair—a series of projects that we called Grand Challenges that were really about how we think about things that cross-cut the university, and we did actually have one around social cohesion, so we would be happy to share some of that information with you, if you would like, afterwards.</p> <p>Senator GROGAN: Thank you. That would be very helpful.</p> <p>CHAIR: We would like that for the entire committee, actually.</p>	94-95	6/06/2024
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ANU-07	Australian National University	Slade Brockman	ANU Jewish Students	<p>Senator BROCKMAN: Just following up where Senator O'Sullivan finished, who made the determination that a safe space was required for Jewish students on campus? Did that come as a recommendation from your security team? Did it come from your welfare team? Where did that come from?</p> <p>Prof. Venville: I can clarify that. I think that happened in conversation between our Director of University Experience and the Jewish students themselves. I wish it wasn't necessary.</p> <p>Senator BROCKMAN: Was ANU security involved in that discussion? My understanding is they were. Prof. Venville: Well, you are better informed than me. Not to my knowledge, but we can clarify that. Senator BROCKMAN: Can you take on notice what role ANU security had?</p> <p>Prof. Venville: Sure.</p> <p>Senator BROCKMAN: Can you tell us what other recommendations there were for any other group of students to have a safe space put aside for them on campus?</p> <p>Prof. Venville: We have safe spaces for other students—for example, some of our LGBTIQ students and breastfeeding students—and we have at different times had safe spaces for other students.</p> <p>Senator BROCKMAN: So when did you determine that this safe space would be established for students?</p> <p>Prof. Venville: It was early on in the encampment. I can take that question on notice. I don't know the exact date.</p> <p>Senator BROCKMAN: But early on in the encampment.</p> <p>Prof. Bell: It was earlier, I believe, before the encampment. But we will take that question on notice.</p> <p>Senator BROCKMAN: It has also been reported to me that there have been student rooms tagged in the halls of residence. Is that true?</p> <p>Prof. Venville: What do you mean by tagged?</p> <p>Senator BROCKMAN: Jewish students tagged, marked, identified.</p> <p>Prof. Venville: Not to my knowledge, but if that is the case and it was reported to us, we would absolutely take action where we could.</p> <p>Senator BROCKMAN: So that has not been reported to any of the executive team? Prof. Venville: Not to my knowledge.</p> <p>Senator BROCKMAN: Okay. Can you please follow up with all the halls of residence to ensure that has not happened?</p> <p>Prof. Venville: It may have happened within a hall of residence, and if it was addressed quickly it may not have been reported to us, but I'm not aware of</p>	96-97	6/06/2024
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				<p>it, no.</p> <p>Senator BROCKMAN: The tagging of a Jewish student's room would not have been reported to you?</p> <p>Prof. Bell: It seems unlikely, but we will take that on notice.</p> <p>Senator BROCKMAN: Okay. Thank you.</p>		
ANU-08	Australian National University	Sarah Henderson	ANU Letter from TEQSA dated 10 May 2024	<p>Senator HENDERSON: I will endeavour to be as brief as I can. Did you receive a copy of a letter from TEQSA dated 10 May 2024 seeking a whole lot of information, asking you to report fortnightly, and are you able to provide a copy of your response or responses?</p> <p>Prof. Venville: We can.</p> <p>Senator HENDERSON: Thank you. If you could table that, it would be appreciated.</p> <p>Prof. Venville: I don't have a copy of our response right here, but we can provide that.</p>	97	6/06/2024

				Senator HENDERSON: If you could provide that on notice, I would be really grateful.		
ANU-09	Australian National University	Sarah Henderson	ANU Letters between the chancellery and ANUSA	<p>Senator HENDERSON: Let's not forget that the Prime Minister said that the word 'intifada' was a terrorist slogan, a very hateful phrase. Vice-Chancellor, can I just quickly raise concerns about the ANU Students Association. They are running a very aggressive pro-Palestinian campaign, obviously using lots of materials and resources to run that campaign. Deep concerns have been raised that they are not there to represent all students. Have you taken any action in relation to the current activities of the student association?</p> <p>Prof. Bell: As you know, Senator, the ANU Students' Association, otherwise known as ANUSA, is the peak representative for all students at the ANU currently. It is an independent organisation. It is guided by a constitution and it has responsibilities to uphold governance and compliance. The ANUSA president sits on council, and it has a charter and a series of ways of being. All of that said, on 8 May ANUSA held an online AGM as part of their constitutional requirements. We didn't facilitate that or have anything to do with it. They are held and conducted by the student organisation.</p> <p>Senator HENDERSON: This is the online meeting where the two students participated in performing the Nazi salute, allegedly.</p> <p>Prof. Bell: Indeed, and we were incredibly concerned about that meeting and what happened in it. That meeting, as you might be aware, went on for a little while that evening, and, within three hours of the next day starting, my Deputy Vice-Chancellor (Academic) had brought the ANUSA president to her office to ask for clarification about what had gone on and about why this had been the kind of meeting that it had been. We raised a series of concerns about the validity of that meeting, about the way the students had behaved in that meeting and about issues about the way ANUSA was enacting itself. We sent a formal note or letter to ANUSA on 14 May to basically ask them to show cause as to how they were functioning, and we are now in receipt of their first response to that, but we are working through it to get to a different kind of outcome.</p> <p>Senator HENDERSON: Thanks, Vice-Chancellor. If those letters could be provided on notice, I would be grateful.</p>	98-99	6/06/2024

ANU-10	Australian National University	Sarah Henderson	ANU Communique from university chancellors	<p>Senator HENDERSON: ... My final question is in relation to the position of the chancellors. There was a communique from chancellors where they did not directly condemn anti-Semitism that attracted a lot of publicity. I'm not suggesting that was the position of every chancellor, but were you consulted in relation to that communique and does that concern you, because obviously that reflected very poorly on universities right across the country?</p> <p>Prof. Bell: I'm sure you can appreciate that I can't comment on or determine what was in the heart of my own chancellor, but I am willing to take that question on notice for her.</p> <p>Senator HENDERSON: Thank you very much for your time this evening. We are most grateful.</p>	99	6/06/2024
PortfolioQuestionNo	DepartmentOrAgency	Senator	BroadTopic	QuestionText	ProofHansardPage	HearingDate
SQ24-000447	Department of Education	Barbara Pocock	Greening Education Partnership	In 2022 at the United Nations Transforming Education Summit in New York City, UNESCO convened the Greening Education Partnership (GEP). Has the Government joined or actively considered joining the GEP?		13/06/2024
SQ24-000449	Department of Education	Dave Sharma	APS open letter on Israel/Gaza	<p>1. Is the department aware of an open letter titled 'Public servants condemn Australian Government complicity in Palestinian genocide', signed by self-identified APS employees?</p> <p>a. When did the department first become aware of the letter?</p> <p>2. Have any employees of the department signed the letter?</p> <p>a. If so, how many?</p> <p>3. Is it the department's view that the signing of this open letter by an APS employee is consistent with the APS Values and Code of Conduct?</p> <p>4. Was advice sought and/or received from the APS Commission in relation to the open letter and its signatories?</p> <p>5. Has disciplinary or other action been taken against employees that have signed the letter?</p> <p>a. If so, who undertook this action and what was the action?</p> <p>6. Did the department take any action seeking to remind all department employees of their obligations under the APS Values and APS Code of Conduct?</p>		14/06/2024

				<p>a. If so, how was this communicated and by whom?</p> <p>b. What was the content of that advice?</p>		
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SQ24-000450	Department of Education	Jane Hume	Ministerial briefs	<p>1. Since 1 January 2024, has the Department/Agency been provided with advice or a direction on a minimum turnaround time for consideration of briefs by the Minister?</p> <p>a. If so, when was this advice provided to the Department?</p> <p>b. Please provide the minimum turnaround requirement.</p> <p>2. If there has been a change in a previously set minimum turnaround requirement, please provide:</p> <p>a. the previous turnaround requirement; and</p> <p>b. the date the change was requested.</p> <p>3. How many briefs has the Department/agency provided to each Minister in its portfolio?</p> <p>a. Please provide a list with the number of briefs for each Minister, and the date of the first provided brief.</p> <p>4. How many briefs have been returned to the Department for redraft?</p> <p>a. Please provide a list with the number of briefs for each Minister, and the dates of the return of briefs to the Department.</p> <p>5. Since 1 January 2024, how many briefs has the Department/Agency provided to the Minister on potential overseas Ministerial visits?</p>		14/06/2024
SQ24-000451	Department of Education	Jane Hume	Hospitality in the Ministers' offices	<p>1. Since 1 January 2024, has the Department provided any hospitality in Ministers' offices? Please specify the date, itemised cost, purpose, and attendees for the hospitality.</p> <p>2. Since 1 January 2024, have there been any amendments to the Department's policy on providing hospitality in the Ministers offices? If so, please provide a copy of the policy and a reference for the amendment.</p>		14/06/2024

SQ24-000452	Department of Education	Jane Hume	Staffing in the Ministers' offices	<p>1. How many Departmental Liaison Officers have been allocated to each Minister in the portfolio?</p> <p>a. Please provide a list that outlines the level of the member of the department, the Minister they have been allocated to, and the time they have been allocated to the Minister.</p> <p>b. Please denote any change in this allocation since February 2024.</p> <p>2. How many staff have been provided to Ministers offices not in a capacity as a Departmental Liaison Officer?</p> <p>a. Please provide a list that outlines the level of the member of the department, the Minister they have been allocated to, and the time they have been allocated to the Minister.</p> <p>b. Please denote any change in this allocation since February 2024.</p>	14/06/2024
SQ24-000453	Department of Education	Jane Hume	Meetings with Ministers	<p>1. How many meetings has the Secretary/agency head had with the Ministers in their portfolio since 1 January 2024? Please provide a list with the number of meetings by Minister, and the date of the first meeting with each Minister.</p> <p>2. How many meetings has the Secretary/agency head had with any Ministers not in their portfolio since 1 January 2024? Please provide a list with the number of meetings by Minister, and the date of the first meeting with each Minister.</p>	14/06/2024
SQ24-000454	Department of Education	Jane Hume	New Policy Proposals provided to each Minister	How many New Policy Proposals has the Department/agency provided to each Minister in its portfolio since 1 January 2024? Please provide a list with the number of New Policy Proposals by Minister, and the date of the first provided New Policy Proposal.	14/06/2024
SQ24-000455	Department of Education	Jane Hume	Paper	<p>1. Please provide the amount of paper the Department/agency sources from Australian producers and from overseas producers.</p> <p>2. Please provide the amount in dollar value on a financial year basis for the last five financial years.</p>	14/06/2024

SQ24-000456	Department of Education	Jane Hume	Committee and taskforce memberships	<p>1. Please provide a list of all the Commonwealth inter-departmental committees of which the Department/agency has membership. Please specify where there are changes to the list since February 2024.</p> <p>2. Please provide a list of all the Commonwealth taskforces of which the Department/agency has membership. Please specify where there are changes to the list since February 2024.</p> <p>3. Please provide a list of the interdepartmental committees that the department/agency participates in or provides representation to. Please provide:</p> <ul style="list-style-type: none"> a. the name of the interdepartmental committee; b. a list of the membership; c. the date it was established; and d. its purpose. 		14/06/2024
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SQ24-000457	Department of Education	Jane Hume	2022-23 October Budget savings	<p>In relation to the measure in the 2022-23 October Budget, Savings from External Labour, and Savings from Advertising, Travel and Legal Expenses and the subsequent 2024-25 Budget measure, Savings from External Labour – extension.</p> <ol style="list-style-type: none"> 1. What was the value of savings that the Department/agency was requested to deliver for the 2022-23, 2023-24 and 2024-25 years, in aggregate and broken down across those years? 2. Has the Department/agency identified the savings they will make across the following areas to achieve this cut: <ol style="list-style-type: none"> a. External labour hire b. Consultancy c. Advertising campaigns d. Travel e. Legal expenses 3. Can the Department/agency provide a breakdown of the funding reductions they have made in totality, and in each of the above areas, and what they relate to? 4. Has the Department/agency been informed of the cut that will be made to their funding in the next financial year, or the rest of the forward estimates? 5. Can the Department/agency confirm the total new number of contracts (ongoing and terminating) and total cost of these contracts issued on AusTender since 30 June 2022 which relate to the following areas: <ol style="list-style-type: none"> a. External labour hire b. Consultancy c. Advertising campaigns d. Travel e. Legal expenses 6. Please provide a breakdown of the value of contracts across each area, and identify the categories on AusTender which are used to determine the Departments identification of the contracts. <ol style="list-style-type: none"> a. Is the Department/agency on track to meet the saving target? 	14/06/2024
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				b. Has the Department/agency sought an exemption or alternation from/to the savings target? If so, why and was it approved?		
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SQ24-000458	Department of Education	Jane Hume	Department functions/official receptions expenditure	<p>In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio in financial year 2023/24 to date, please provide the following:</p> <ul style="list-style-type: none"> a. List of functions; b. List of attendees; c. Function venue; d. Itemised list of costs (GST inclusive); e. Details of any food served; f. Details of any wines or champagnes served including brand and vintage; and g. Details of any entertainment provided. 		14/06/2024
SQ24-000459	Department of Education	Jane Hume	Ministers or Assistant Minister functions/official receptions	<p>In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio in financial year 2023/24 to date, please provide the following:</p> <ul style="list-style-type: none"> a. List of functions; b. List of attendees; c. Function venue; d. Itemised list of costs (GST inclusive); e. Details of any food served; f. Details of any wines or champagnes served including brand and vintage; and g. Details of any entertainment provided. 		14/06/2024
SQ24-000460	Department of Education	Jane Hume	Facility upgrades	<p>1. Were the furniture, fixtures or fittings of the Secretary's/agency head's office, or the offices of any Deputy Secretaries/executive leadership team members, upgraded in financial year 2023/24 to date? Please provide an itemised list of costs (GST inclusive). Please provide photographs of the works conducted.</p> <p>2. Were the facilities of any of the Departments/agency premises upgraded in financial year 2023/24 to date, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment?</p> <ul style="list-style-type: none"> a. Please provide a detailed description of the relevant facilities upgraded together with an itemised list of costs (GST inclusive). b. Please provide photographs of the upgraded facilities. 		14/06/2024

SQ24-000461	Department of Education	Jane Hume	Travel costs	<p>1. Please provide an itemised list of the Secretary's/agency head's travel for financial year 2023/24 to date, including costs of flights and accommodation.</p> <p>2. Please provide an itemised list of each Deputy Secretary's/agency head's travel for financial year 2023/24 to date, including costs of flights and accommodation.</p> <p>3. What was the total cost of staff travel for departmental/agency employees in financial year 2023/24 to date?</p>		14/06/2024
SQ24-000462	Department of Education	Jane Hume	Media monitoring, advertising, information campaigns and promotional merchandise expenditure	<p>1. What was the Department's/agency's total expenditure on media monitoring services in financial year 2023/24 to date?</p> <p>2. What was the Department's/agency's total expenditure on advertising and information campaigns in financial year 2023/24 to date? Please provide an itemised list of the campaigns, their purpose, and their expected costs.</p> <p>3. What was the Department's/agency's total expenditure on promotional merchandise in financial year 2023/24 to date?</p> <p>a. Please provide an itemised list of the merchandise purchased with costs.</p> <p>b. Please provide examples and photographs of the merchandise purchased.</p>		14/06/2024

SQ24-000463	Department of Education	Jane Hume	Credit Cards	<p>In relation to departmental use of credit cards:</p> <ol style="list-style-type: none"> 1. How many credit cards are currently on issue for department or agency staff? 2. What was the value of the largest reported purchase on a credit card in financial year 2023/24 to date and what was it for? 3. How much interest was paid on amounts outstanding from credit cards in financial year 2023/24 to date? 4. How much was paid in late fees on amounts outstanding from credit cards in financial year 2023/24 to date? 5. What was the largest amount outstanding on a single card at the end of a payment period in financial year 2023/24 to date? 6. How many credit cards were reported as lost or stolen in financial year 2023/24 to date and what was the cost of their replacement? 7. How many credit card purchases were deemed to be illegitimate or contrary to department or agency policy in financial year 2023/24 to date? <ol style="list-style-type: none"> a. What was the total value of those purchases? b. How many purchases were asked to be repaid on that basis in financial year 2023/24 to date and what was the total value thereof? c. Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? 8. What was the largest purchase that was deemed illegitimate or contrary to department or agency policy and asked to be repaid in financial year 2023/24 to date? <ol style="list-style-type: none"> a. What that amount actually repaid, in full? If no, what amount was left unpaid? 9. Are any credit cards currently on issue connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? <ol style="list-style-type: none"> a. Please provide a copy of the department or agency's staff credit card policy. 	14/06/2024
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				b. Please denote any changes to this policy that have been made since February 2024.		
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SQ24-000464	Department of Education	Jane Hume	Comcare and Fair Work Commission matters	<p>In relation to department/agency:</p> <ol style="list-style-type: none"> 1. In the current financial year to date, how many matters have been referred to Comcare? <ol style="list-style-type: none"> a. Of those claims referred to Comcare, redacting confidential information, advise in which division the claimant works or worked and the circumstances surrounding the claim. 2. What has the Department/agency learned from past Comcare claims? 3. Of those employees who submitted a Comcare claim, how many returned to work after a period of absence? 4. In the current financial year to date, how many matters have been referred to the Fair Work Commission? Of those matters referred to either, please provide a comprehensive account of the circumstances, redacting confidential information, including in which division the employee is or was employed, the nature of the complaint and the nature of the determination of the Fair Work Commission, Fair Work Ombudsman and/or conciliator. 5. Since 1 January 2024, has the department/agency appeared in any proceeding before the Fair Work Commission? If so, on what date(s)? 		14/06/2024
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SQ24-000465	Department of Education	Jane Hume	Number of reviews	<p>1. Please provide a list of the number of reviews that the department/agency is currently conducting. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent to date; and g. the date the review is due to be completed. <p>2. Please provide a list of the number of reviews that the department/agency has completed since 1 July 2022. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent; g. the date the review was due to be completed; h. the date the review was completed; i. the date the review was provided to the Department; j. the date the review was provided to the Minister; and k. the date the review was provided to the Minister's office. <p>3. Please provide a list of the number of internal reviews that the department/agency has completed since 1 July 2023. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent; g. the date the review was due to be completed; h. the date the review was completed; i. if the Minister or their office was made aware of the review. 	14/06/2024
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SQ24-000466	Department of Education	Jane Hume	Entities (including advisory boards and agencies)	<p>1. How many new entities (including advisory boards and agencies) have been created within the portfolio since 1 July 2022? Please list each entity, its purpose, and the date it was created.</p> <p>2. How many new entities (including advisory boards and agencies) have been wound up, amalgamated, ceased, disbanded, or reconstituted as new bodies since 1 July 2022? Please list each entity, its purpose, and the date it was wound up, amalgamated, ceased, or disbanded.</p>		14/06/2024
SQ24-000467	Department of Education	Jane Hume	Data by electorate for portfolio minister's office	<p>Since 1 July 2023, has the department / agency ever received a request from a portfolio minister's office seeking data or information separated out by electorate?</p> <p>a. Please provide a list of all requests, including any timeframe provided for a response, whether a response was provided, and the context of the request if provided.</p> <p>b. Please provide a copy of all responses to the request.</p>		14/06/2024
SQ24-000468	Department of Education	Jane Hume	ASL Allocation	<p>Please provide the number of current ASL allocated to the department/agency as at 1 June 2024. Please provide:</p> <p>a. Total number of ASL;</p> <p>b. Total number of FTE by APS classification;</p> <p>c. the number of ASL allocated to each outcome for which the department/agency is responsible; and</p> <p>d. the number of FTE, by classification, allocated to each outcome for which the department/agency is responsible; and</p> <p>e. The number of FTE positions that are not currently filled, broken down by classification.</p>		14/06/2024
SQ24-000469	Department of Education	Jane Hume	Market research provided to the Ministers' offices	<p>Has the department/agency provided any Minister's office with market research conducted in relation to a Commonwealth Information and Advertising Campaign? Please provide a list of the Ministers and the date on which they were provided the research.</p>		14/06/2024

SQ24-000470	Department of Education	Jane Hume	Freedom of Information applications	<p>1. How many freedom of information applications has the department/agency received since 1 July 2023? Please provide a breakdown of the number including:</p> <p>a. the number of applications withdrawn; b. the number of applications refused under section 34 of the Freedom of Information Act 1982; c. the number of applications refused under section 24 of the Freedom of Information Act 1982; d. the number of applications refused under section 24A of the Freedom of Information Act 1982; e. the number of applications subject to internal review; f. the number of applications subject to review by the OAIC; g. the number of applications subject to review by the AAT; h. the number of applications subject to review by the Federal Court; and i. the number of applications where the original decision has been overturned.</p> <p>2. Since 1 January 2024, how many staff in the Department/Agency are allocated to the processing of Freedom of Information applications?</p>	14/06/2024
SQ24-000471	Department of Education	Jane Hume	Freedom of Information applications in the Minister's Office	<p>How many freedom of information applications have been received by the Minister's office since 1 January 2024? Please provide a breakdown including:</p> <p>a. the number of applications by Minister, b. the number of applications that are yet to be decided; c. the number of applications refused; and d. the number of applications overdue, including the number of days overdue.</p>	14/06/2024
SQ24-000472	Department of Education	Jane Hume	Portfolio estimates variations and movement of funds	<p>1. For the portfolio, please provide a list of the ten largest estimate variations in the most recent financial year.</p> <p>2. For the portfolio, please provide a list of the ten largest movements of funds in the most recent financial year, including a profile of the forward estimates for the impact of the movement.</p>	14/06/2024

SQ24-000473	Department of Education	Jane Hume	Flexible work arrangements	<p>1. How many staff have a flexible work arrangement in place that enables them to work from home? Please provide a breakdown including:</p> <ul style="list-style-type: none"> a. The proportion of staff who work from home one day a week? b. The proportion of staff who work from home two days a week? c. The proportion of staff who work from home three days a week? d. The proportion of staff who work from home four days a week? e. The proportion of staff who work from home five days a week? <p>2. What is the annual cost of renting out office space for employees?</p> <p>3. Please provide a copy of the department/agency's work from home policy.</p> <p>4. Please provide a list by APS level of the number of staff with working from home arrangements of three or more days per week.</p> <p>5. Please provide as a number and as a percentage the amount of staff who have working from home arrangements within the ACT.</p> <p>6. As at 1 June 2024, how many staff of the department/agency had approved work from home arrangements in cities where the department/agency does not hold any office space?</p>		14/06/2024
SQ24-000474	Department of Education	Jane Hume	Artificial Intelligence	<p>1. Does the department/agency allow for the use of ChatGPT on the internal network? If so, what risk management and governance mechanisms are in place to protect government data?</p> <p>2. Please provide the department/agency policy on use of artificial intelligence.</p>		14/06/2024

SQ24-000475	Department of Education	Jane Hume	Senate Estimates and QoNs	<p>1. Has the Department/agency engaged any external companies or individuals to provide training or advice to officials on the preparation for Senate Estimates?</p> <p>2. Has the Department/agency been provided with direction or instruction from the Minister's office on how to answer questions at Senate Estimates?</p> <p>3. Does the Department/Agency adjust the quality of their responses to Questions on Notice based on the number of Questions on Notice received?</p> <p>4. Please provide a copy of the index of Senate Estimates briefs that were prepared for the Department/Agency for the Senate Estimates hearings held 28 May to 7 June 2024.</p> <p>5. Please provide a list of the questions on notice from the previous Senate Estimates hearings outlining the following:</p> <ul style="list-style-type: none"> a. the number of the Question on Notice; b. the Senator who asked the Question on Notice; c. the date the draft response to the Question on Notice was provided to the Minister's office; d. the date the Minister's office provided approval for the Question on Notice to be tabled; e. the date the Question on Notice was provided to the Committee; and f. whether the draft response was different to the tabled response. <p>6. As at 1 June 2024, how many staff in the department/agency are responsible for the management of the responses to Senate Estimates Questions on Notice? Please provide a breakdown of the number by APS level.</p> <p>7. On what date did the department/agency provide briefing material to the relevant Ministerial office to prepare for Senate Estimates held between 28 May 2024 and 7 June 2024?</p> <p>8. Did the department/agency meet with any Minister or staff of any Minister in order to prepare for Senate Estimates held between 28 May 2024 and 7 June 2024?</p>	14/06/2024
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				<p>9. Is the department/agency aware that questions asked at Senate Estimates and questions asked in writing following the Senate Estimates hearing are to be treated in the same manner?</p>		
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SQ24-000476	Department of Education	Jane Hume	Communications campaigns	<p>1. Has the Department/agency conducted any market research or research relating to a communications campaign?</p> <p>a. Has that research been provided to a Minister's office?</p> <p>b. Did the Minister's office provide any input on the development of the research?</p> <p>2. Since 1 January 2024, has the Department/Agency engaged any social media influencers to assist in any promotional or communications campaigns? Please provide a list of the individuals engaged.</p>		14/06/2024
SQ24-000477	Department of Education	Jane Hume	Conflict of interest declaration	<p>1. Has the Secretary/Agency Head provided a conflict of interest declaration?</p> <p>2. Has this declaration been updated since they took their position?</p>		14/06/2024
SQ24-000478	Department of Education	Jane Hume	Secretary leave and acting arrangements	Please provide a list of dates the Secretary/Agency head took leave since 1 January 2024, and which officer of the Department/Agency acted for the Secretary during this time.		14/06/2024
SQ24-000479	Department of Education	Jane Hume	Staff positions	<p>1. As at 1 June 2024, how many positions are currently vacant within the department/agency?</p> <p>a. Please provide a list of the positions by APS level.</p> <p>2. How many positions within the Department/Agency have been filled without advertising externally to the public since 1 January 2024?</p> <p>3. As at 1 June 2024, how many positions within the Department/Agency have staff in acting positions where the acting arrangement has been longer than 90 days? Please provide a list of these positions by APS level.</p> <p>4. As at 1 June 2024, how many positions within the Department/Agency have been vacant for longer than 90 days? Please provide a list of these positions by APS level.</p> <p>5. As at 1 June 2024, what is the current turnover rate for staff within the Department/Agency?</p> <p>6. Since 1 July 2022, how many SES members of the department/agency have</p>		14/06/2024

				<p>left the department/agency?</p> <p>7. Since 1 July 2022, how many APS members of the department/agency have left the department/agency?</p>		
SQ24-000480	Department of Education	Jane Hume	Property - Location, maintenance & costs	<p>1. As at 1 June 2024, please provide a list of the office space leased by the Department/Agency, with addresses and the accommodation capacity.</p> <p>2. Please provide an annual expenditure breakdown of the general expenses the Department/agency has for general property maintenance costs from 2018 until 2023. Please include gardening, utility bills, cleaning, building renovations, updates and repairs in the breakdown.</p> <p>3. Please provide a list of the contracts the Department/Agency has for gardening, cleaning and building maintenance.</p>		14/06/2024
SQ24-000481	Department of Education	Jane Hume	Longest continuing serving member of the Department	As at 1 June 2024, what is the number of years of service of the longest continuing serving member of the Department/Agency?		14/06/2024

SQ24-000482	Department of Education	Jane Hume	Public Holidays	<p>1. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on Australia Day Public Holiday?</p> <p>2. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on Anzac Day Public Holiday?</p> <p>3. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on The King's Birthday Public Holiday?</p>		14/06/2024
SQ24-000483	Department of Education	Jane Hume	Staff Training	<p>1. Since 1 July 2023, how much has the Department/Agency spent on the provision of professional development training for staff from external providers?</p> <p>2. Since 1 January 2024, how many staff within the Department/Agency have participated in courses, programmes or activities operated by the APS Academy?</p>		14/06/2024
SQ24-000484	Department of Education	Jane Hume	Funding for operational expenditure	Since 1 January 2024, how many times in the current financial year has the Department/Agency made a request for additional funding for operational expenditure?		14/06/2024
SQ24-000485	Department of Education	Jane Hume	Election commitments	<p>1. Since 1 January 2024, has the Department/Agency provided advice to the Minister in relation to the delivery of election commitments?</p> <p>2. Is the Department/Agency tracking the implementation of relevant election commitments made by the Government at the 2022 election?</p>		14/06/2024
SQ24-000486	Department of Education	Jane Hume	External guest speakers	Since 1 January 2024, has the Department/Agency engaged any external speakers to address staff? Please provide a list and the amount paid to the speaker.		14/06/2024
SQ24-000487	Department of Education	Jane Hume	External retreats for staff	Since 1 January 2024, has the Department/Agency held any organised external retreats for staff? Please provide a list including the number of staff who attended, the location of the retreat and the cost incurred by the Department/Agency.		14/06/2024
SQ24-000488	Department of Education	Jane Hume	International Travel	Since 1 January 2024, how many official international visits have been taken by staff?		14/06/2024

SQ24-000489	Department of Education	Jane Hume	Security clearances	<p>1. Since 1 January 2024, how many staff of the Department/Agency have undertaken security clearance processes, or renewed security clearances?</p> <p>2. Since 1 January 2024, how many staff of the Department/Agency who have undertaken security clearance processes, or renewed security clearances, who are yet to receive their clearance?</p> <p>a. Of these staff, how many have been waiting for clearances for over 6 months?</p> <p>b. Of these staff, how many have been waiting for clearances for over 12 months?</p>		14/06/2024
SQ24-000490	Department of Education	Jane Hume	Staff in communications/media	<p>1. As at 1 June 2024, how many staff work in the communications / media team of the Department/agency?</p> <p>2. Please provide a breakdown of positions by APS level.</p>		14/06/2024
SQ24-000491	Department of Education	Jane Hume	Approaches to SEQoNs asked of all (or multiple) agencies document	<p>1. On what date did the department/agency receive any guidance from the Prime Minister's Office or the Department of the Prime Minister and Cabinet in relation to the document "Approaches to SEQoNs asked of all (or multiple) agencies", a version of which was tabled in the Senate on Tuesday 14 May 2024?</p> <p>2. Who made the contact with the department/agency?</p> <p>3. How was the communication made?</p> <p>4. Did the department/agency provide a copy to the department/agency's Ministerial office?</p> <p>5. Did the department/agency receive a copy from the department/agency's Ministerial office?</p> <p>6. Did the department/agency use the document in order to respond to questions asked at Senate Estimates?</p> <p>7. Did the department/agency seek advice from the Australian Public Service Commission in relation to the use of the document "Approaches to SEQoNs asked of all (or multiple) agencies", a version of which was tabled in the Senate on Tuesday 14 May 2024?</p>		17/06/2024

SQ24-000492	Department of Education	Jane Hume	Desk Allocation	As at 1 June 2024, how many work stations/desks/terminals does the department/agency provide for staff?		17/06/2024
SQ24-000493	Department of Education	Jane Hume	Variations to Determinations	<p>1. Since 1 July 2023, has the department/agency sought any variation to a determination issued by the Remuneration Tribunal? If so, on what date(s) were variations sought?</p> <p>2. Since 1 July 2023, has any portfolio Minister sought any variation to a determination issues by the Remuneration Tribunal? If so, on what date(s) were variations sought?</p> <p>3. Since 1 July 2023, has the Remuneration Tribunal altered any determination in respect of an officer or employee of the department/agency? If so, on what date(s)?</p>		17/06/2024
SQ24-000494	Department of Education	Jane Hume	Scheme for Compensation for Detriment caused by Defective Administration	Since 1 January 2023, has the department/agency been the subject of any claim under the Scheme for Compensation for Detriment caused by Defective Administration? If so, how many claims has the department/agency been the subject of?		17/06/2024
SQ24-000495	Department of Education	Jane Hume	Appeals	<p>1. Under the Legal Services Directions, how does the department/agency consider reasonable prospects of success for an appeal?</p> <p>2. Would the department/agency use a third party lawyer, that is separate to the first case, to do a sense check prior to launching an appeal?</p>		17/06/2024

SQ24-000496	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Ministerial briefs	<p>1. Since 1 January 2024, has the Department/Agency been provided with advice or a direction on a minimum turnaround time for consideration of briefs by the Minister? a. If so, when was this advice provided to the Department? b. Please provide the minimum turnaround requirement.</p> <p>2. If there has been a change in a previously set minimum turnaround requirement, please provide: a. the previous turnaround requirement; and b. the date the change was requested.</p> <p>3. How many briefs has the Department/agency provided to each Minister in its portfolio? a. Please provide a list with the number of briefs for each Minister, and the date of the first provided brief.</p> <p>4. How many briefs have been returned to the Department for redraft? a. Please provide a list with the number of briefs for each Minister, and the dates of the return of briefs to the Department.</p> <p>5. Since 1 January 2024, how many briefs has the Department/Agency provided to the Minister on potential overseas Ministerial visits?</p>		14/06/2024
SQ24-000497	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Hospitality in the Ministers' offices	<p>1. Since 1 January 2024, has the Department provided any hospitality in Ministers' offices? Please specify the date, itemised cost, purpose, and attendees for the hospitality.</p> <p>2. Since 1 January 2024, have there been any amendments to the Department's policy on providing hospitality in the Ministers offices? If so, please provide a copy of the policy and a reference for the amendment.</p>		14/06/2024

SQ24-000498	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Staffing in the Ministers' offices	<p>1. How many Departmental Liaison Officers have been allocated to each Minister in the portfolio?</p> <p>a. Please provide a list that outlines the level of the member of the department, the Minister they have been allocated to, and the time they have been allocated to the Minister.</p> <p>b. Please denote any change in this allocation since February 2024.</p> <p>2. How many staff have been provided to Ministers offices not in a capacity as a Departmental Liaison Officer?</p> <p>a. Please provide a list that outlines the level of the member of the department, the Minister they have been allocated to, and the time they have been allocated to the Minister.</p> <p>b. Please denote any change in this allocation since February 2024.</p>	14/06/2024
SQ24-000499	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Meetings with Ministers	<p>1. How many meetings has the Secretary/agency head had with the Ministers in their portfolio since 1 January 2024? Please provide a list with the number of meetings by Minister, and the date of the first meeting with each Minister.</p> <p>2. How many meetings has the Secretary/agency head had with any Ministers not in their portfolio since 1 January 2024? Please provide a list with the number of meetings by Minister, and the date of the first meeting with each Minister.</p>	14/06/2024
SQ24-000500	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA New Policy Proposals provided to each Minister	How many New Policy Proposals has the Department/agency provided to each Minister in its portfolio since 1 January 2024? Please provide a list with the number of New Policy Proposals by Minister, and the date of the first provided New Policy Proposal.	14/06/2024
SQ24-000501	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Paper	<p>1. Please provide the amount of paper the Department/agency sources from Australian producers and from overseas producers.</p> <p>2. Please provide the amount in dollar value on a financial year basis for the last five financial years.</p>	14/06/2024

SQ24-000502	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Committee and taskforce memberships	<p>1. Please provide a list of all the Commonwealth inter-departmental committees of which the Department/agency has membership. Please specify where there are changes to the list since February 2024.</p> <p>2. Please provide a list of all the Commonwealth taskforces of which the Department/agency has membership. Please specify where there are changes to the list since February 2024.</p> <p>3. Please provide a list of the interdepartmental committees that the department/agency participates in or provides representation to. Please provide:</p> <ul style="list-style-type: none"> a. the name of the interdepartmental committee; b. a list of the membership; c. the date it was established; and d. its purpose. 		14/06/2024
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SQ24-000503	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA 2022-23 October Budget savings	<p>In relation to the measure in the 2022-23 October Budget, Savings from External Labour, and Savings from Advertising, Travel and Legal Expenses and the subsequent 2024-25 Budget measure, Savings from External Labour – extension.</p> <ol style="list-style-type: none"> 1. What was the value of savings that the Department/agency was requested to deliver for the 2022-23, 2023-24 and 2024-25 years, in aggregate and broken down across those years? 2. Has the Department/agency identified the savings they will make across the following areas to achieve this cut: <ol style="list-style-type: none"> a. External labour hire b. Consultancy c. Advertising campaigns d. Travel e. Legal expenses 3. Can the Department/agency provide a breakdown of the funding reductions they have made in totality, and in each of the above areas, and what they relate to? 4. Has the Department/agency been informed of the cut that will be made to their funding in the next financial year, or the rest of the forward estimates? 5. Can the Department/agency confirm the total new number of contracts (ongoing and terminating) and total cost of these contracts issued on AusTender since 30 June 2022 which relate to the following areas: <ol style="list-style-type: none"> a. External labour hire b. Consultancy c. Advertising campaigns d. Travel e. Legal expenses 6. Please provide a breakdown of the value of contracts across each area, and identify the categories on AusTender which are used to determine the Departments identification of the contracts. <ol style="list-style-type: none"> a. Is the Department/agency on track to meet the saving target? 	14/06/2024
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				b. Has the Department/agency sought an exemption or alternation from/to the savings target? If so, why and was it approved?		
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SQ24-000504	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Agency functions/official receptions expenditure	<p>1. In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio in financial year 2023/24 to date, please provide the following:</p> <ul style="list-style-type: none"> a. List of functions; b. List of attendees; c. Function venue; d. Itemised list of costs (GST inclusive); e. Details of any food served; f. Details of any wines or champagnes served including brand and vintage; and g. Details of any entertainment provided. <p>2. In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio in financial year 2023/24 to date, please provide the following:</p> <ul style="list-style-type: none"> a. List of functions; b. List of attendees; c. Function venue; d. Itemised list of costs (GST inclusive); e. Details of any food served; f. Details of any wines or champagnes served including brand and vintage; and g. Details of any entertainment provided. 		14/06/2024
SQ24-000505	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Facility upgrades	<p>1. Were the furniture, fixtures or fittings of the Secretary's/agency head's office, or the offices of any Deputy Secretaries/executive leadership team members, upgraded in financial year 2023/24 to date? Please provide an itemised list of costs (GST inclusive). Please provide photographs of the works conducted.</p> <p>2. Were the facilities of any of the Departments/agency premises upgraded in financial year 2023/24 to date, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment?</p> <ul style="list-style-type: none"> a. Please provide a detailed description of the relevant facilities upgraded together with an itemised list of costs (GST inclusive). b. Please provide photographs of the upgraded facilities. 		14/06/2024

SQ24-000506	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Travel costs	<p>1. Please provide an itemised list of the Secretary's/agency head's travel for financial year 2023/24 to date, including costs of flights and accommodation.</p> <p>2. Please provide an itemised list of each Deputy Secretary's/agency head's travel for financial year 2023/24 to date, including costs of flights and accommodation.</p> <p>3. What was the total cost of staff travel for departmental/agency employees in financial year 2023/24 to date?</p>		14/06/2024
SQ24-000507	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Media monitoring, advertising, information campaigns and promotional merchandise expenditure	<p>1. What was the Department's/agency's total expenditure on media monitoring services in financial year 2023/24 to date?</p> <p>2. What was the Department's/agency's total expenditure on advertising and information campaigns in financial year 2023/24 to date? Please provide an itemised list of the campaigns, their purpose, and their expected costs.</p> <p>3. What was the Department's/agency's total expenditure on promotional merchandise in financial year 2023/24 to date?</p> <p>a. Please provide an itemised list of the merchandise purchased with costs.</p> <p>b. Please provide examples and photographs of the merchandise purchased.</p>		14/06/2024

SQ24-000508	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Credit Cards	<p>In relation to departmental use of credit cards:</p> <ol style="list-style-type: none"> 1. How many credit cards are currently on issue for department or agency staff? 2. What was the value of the largest reported purchase on a credit card in financial year 2023/24 to date and what was it for? 3. How much interest was paid on amounts outstanding from credit cards in financial year 2023/24 to date? 4. How much was paid in late fees on amounts outstanding from credit cards in financial year 2023/24 to date? 5. What was the largest amount outstanding on a single card at the end of a payment period in financial year 2023/24 to date? 6. How many credit cards were reported as lost or stolen in financial year 2023/24 to date and what was the cost of their replacement? 7. How many credit card purchases were deemed to be illegitimate or contrary to department or agency policy in financial year 2023/24 to date? <ol style="list-style-type: none"> a. What was the total value of those purchases? b. How many purchases were asked to be repaid on that basis in financial year 2023/24 to date and what was the total value thereof? c. Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? 8. What was the largest purchase that was deemed illegitimate or contrary to department or agency policy and asked to be repaid in financial year 2023/24 to date? <ol style="list-style-type: none"> a. What that amount actually repaid, in full? If no, what amount was left unpaid? 9. Are any credit cards currently on issue connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? <ol style="list-style-type: none"> a. Please provide a copy of the department or agency's staff credit card policy. 	14/06/2024
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				b. Please denote any changes to this policy that have been made since February 2024.		
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SQ24-000509	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Comcare and Fair Work Commission matters	<p>In relation to department/agency:</p> <ol style="list-style-type: none"> 1. In the current financial year to date, how many matters have been referred to Comcare? <ol style="list-style-type: none"> a. Of those claims referred to Comcare, redacting confidential information, advise in which division the claimant works or worked and the circumstances surrounding the claim. 2. What has the Department/agency learned from past Comcare claims? 3. Of those employees who submitted a Comcare claim, how many returned to work after a period of absence? 4. In the current financial year to date, how many matters have been referred to the Fair Work Commission? Of those matters referred to either, please provide a comprehensive account of the circumstances, redacting confidential information, including in which division the employee is or was employed, the nature of the complaint and the nature of the determination of the Fair Work Commission, Fair Work Ombudsman and/or conciliator. 5. Since 1 January 2024, has the department/agency appeared in any proceeding before the Fair Work Commission? If so, on what date(s)? 		14/06/2024
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SQ24-000510	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Number of reviews	<p>1. Please provide a list of the number of reviews that the department/agency is currently conducting. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent to date; and g. the date the review is due to be completed. <p>2. Please provide a list of the number of reviews that the department/agency has completed since 1 July 2022. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent; g. the date the review was due to be completed; h. the date the review was completed; i. the date the review was provided to the Department; j. the date the review was provided to the Minister; and k. the date the review was provided to the Minister's office. <p>3. Please provide a list of the number of internal reviews that the department/agency has completed since 1 July 2023. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent; g. the date the review was due to be completed; h. the date the review was completed; i. if the Minister or their office was made aware of the review. 	14/06/2024
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SQ24-000511	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Entities (including advisory boards and agencies)	<p>1. How many new entities (including advisory boards and agencies) have been created within the portfolio since 1 July 2022? Please list each entity, its purpose, and the date it was created.</p> <p>2. How many new entities (including advisory boards and agencies) have been wound up, amalgamated, ceased, disbanded, or reconstituted as new bodies since 1 July 2022? Please list each entity, its purpose, and the date it was wound up, amalgamated, ceased, or disbanded.</p>		14/06/2024
SQ24-000512	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Data by electorate for portfolio minister's office	<p>Since 1 July 2023, has the department / agency ever received a request from a portfolio minister's office seeking data or information separated out by electorate?</p> <p>a. Please provide a list of all requests, including any timeframe provided for a response, whether a response was provided, and the context of the request if provided.</p> <p>b. Please provide a copy of all responses to the request.</p>		14/06/2024
SQ24-000513	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA ASL Allocation	<p>Please provide the number of current ASL allocated to the department/agency as at 1 June 2024. Please provide:</p> <p>a. Total number of ASL;</p> <p>b. Total number of FTE by APS classification;</p> <p>c. the number of ASL allocated to each outcome for which the department/agency is responsible; and</p> <p>d. the number of FTE, by classification, allocated to each outcome for which the department/agency is responsible; and</p> <p>e. The number of FTE positions that are not currently filled, broken down by classification.</p>		14/06/2024
SQ24-000514	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Market research provided to the Ministers' offices	<p>Has the department/agency provided any Minister's office with market research conducted in relation to a Commonwealth Information and Advertising Campaign? Please provide a list of the Ministers and the date on which they were provided the research.</p>		14/06/2024

SQ24-000515	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Freedom of Information applications	<p>1. How many freedom of information applications has the department/agency received since 1 July 2023? Please provide a breakdown of the number including:</p> <ul style="list-style-type: none"> a. the number of applications withdrawn; b. the number of applications refused under section 34 of the Freedom of Information Act 1982; c. the number of applications refused under section 24 of the Freedom of Information Act 1982; d. the number of applications refused under section 24A of the Freedom of Information Act 1982; e. the number of applications subject to internal review; f. the number of applications subject to review by the OAIC; g. the number of applications subject to review by the AAT; h. the number of applications subject to review by the Federal Court; and i. the number of applications where the original decision has been overturned. <p>2. How many freedom of information applications have been received by the Minister's office since 1 January 2024? Please provide a breakdown including:</p> <ul style="list-style-type: none"> a. the number of applications by Minister, b. the number of applications that are yet to be decided; c. the number of applications refused; and d. the number of applications overdue, including the number of days overdue. <p>3. Since 1 January 2024, how many staff in the Department/Agency are allocated to the processing of Freedom of Information applications?</p>		14/06/2024
SQ24-000516	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Portfolio estimates variations and movement of funds	<p>1. For the portfolio, please provide a list of the ten largest estimate variations in the most recent financial year.</p> <p>2. For the portfolio, please provide a list of the ten largest movements of funds in the most recent financial year, including a profile of the forward estimates for the impact of the movement.</p>		14/06/2024

SQ24-000517	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Flexible work arrangements	<p>1. How many staff have a flexible work arrangement in place that enables them to work from home? Please provide a breakdown including:</p> <ul style="list-style-type: none"> a. The proportion of staff who work from home one day a week? b. The proportion of staff who work from home two days a week? c. The proportion of staff who work from home three days a week? d. The proportion of staff who work from home four days a week? e. The proportion of staff who work from home five days a week? <p>2. What is the annual cost of renting out office space for employees?</p> <p>3. Please provide a copy of the department/agency's work from home policy.</p> <p>4. Please provide a list by APS level of the number of staff with working from home arrangements of three or more days per week.</p> <p>5. Please provide as a number and as a percentage the amount of staff who have working from home arrangements within the ACT.</p> <p>6. As at 1 June 2024, how many staff of the department/agency had approved work from home arrangements in cities where the department/agency does not hold any office space?</p>		14/06/2024
SQ24-000518	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Artificial Intelligence	<p>1. Does the department/agency allow for the use of ChatGPT on the internal network? If so, what risk management and governance mechanisms are in place to protect government data?</p> <p>2. Please provide the department/agency policy on use of artificial intelligence.</p>		14/06/2024

SQ24-000519	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Senate Estimates and QoNs	<p>1. Has the Department/agency engaged any external companies or individuals to provide training or advice to officials on the preparation for Senate Estimates?</p> <p>2. Has the Department/agency been provided with direction or instruction from the Minister's office on how to answer questions at Senate Estimates?</p> <p>3. Does the Department/Agency adjust the quality of their responses to Questions on Notice based on the number of Questions on Notice received?</p> <p>4. Please provide a copy of the index of Senate Estimates briefs that were prepared for the Department/Agency for the Senate Estimates hearings held 28 May to 7 June 2024.</p> <p>5. Please provide a list of the questions on notice from the previous Senate Estimates hearings outlining the following:</p> <ul style="list-style-type: none"> a. the number of the Question on Notice; b. the Senator who asked the Question on Notice; c. the date the draft response to the Question on Notice was provided to the Minister's office; d. the date the Minister's office provided approval for the Question on Notice to be tabled; e. the date the Question on Notice was provided to the Committee; and f. whether the draft response was different to the tabled response. <p>6. As at 1 June 2024, how many staff in the department/agency are responsible for the management of the responses to Senate Estimates Questions on Notice? Please provide a breakdown of the number by APS level.</p> <p>7. On what date did the department/agency provide briefing material to the relevant Ministerial office to prepare for Senate Estimates held between 28 May 2024 and 7 June 2024?</p> <p>8. Did the department/agency meet with any Minister or staff of any Minister in order to prepare for Senate Estimates held between 28 May 2024 and 7 June 2024?</p>	14/06/2024
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				9. Is the department/agency aware that questions asked at Senate Estimates and questions asked in writing following the Senate Estimates hearing are to be treated in the same manner?		
SQ24-000520	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Communications campaigns	<p>1. Has the Department/agency conducted any market research or research relating to a communications campaign?</p> <p>a. Has that research been provided to a Minister's office?</p> <p>b. Did the Minister's office provide any input on the development of the research?</p> <p>2. Since 1 January 2024, has the Department/Agency engaged any social media</p>		14/06/2024

				influencers to assist in any promotional or communications campaigns? Please provide a list of the individuals engaged.		
SQ24-000521	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Conflict of interest declaration	<ol style="list-style-type: none"> 1. Has the Secretary/Agency Head provided a conflict of interest declaration? 2. Has this declaration been updated since they took their position? 		14/06/2024
SQ24-000522	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Agency Head leave and acting arrangements	Please provide a list of dates the Secretary/Agency head took leave since 1 January 2024, and which officer of the Department/Agency acted for the Secretary during this time.		14/06/2024
SQ24-000523	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Staff positions	<ol style="list-style-type: none"> 1. As at 1 June 2024, how many positions are currently vacant within the department/agency? <ol style="list-style-type: none"> a. Please provide a list of the positions by APS level. 2. How many positions within the Department/Agency have been filled without advertising externally to the public since 1 January 2024? 3. As at 1 June 2024, how many positions within the Department/Agency have staff in acting positions where the acting arrangement has been longer than 90 days? Please provide a list of these positions by APS level. 4. As at 1 June 2024, how many positions within the Department/Agency have been vacant for longer than 90 days? Please provide a list of these positions by APS level. 5. As at 1 June 2024, what is the current turnover rate for staff within the Department/Agency? 6. Since 1 July 2022, how many SES members of the department/agency have left the department/agency? 		14/06/2024

				7. Since 1 July 2022, how many APS members of the department/agency have left the department/agency?		
SQ24-000524	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Property - Location, maintenance & costs	<p>1. As at 1 June 2024, please provide a list of the office space leased by the Department/Agency, with addresses and the accommodation capacity.</p> <p>2. Please provide an annual expenditure breakdown of the general expenses the Department/agency has for general property maintenance costs from 2018 until 2023. Please include gardening, utility bills, cleaning, building renovations, updates and repairs in the breakdown.</p> <p>3. Please provide a list of the contracts the Department/Agency has for gardening, cleaning and building maintenance.</p>		14/06/2024
SQ24-000525	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Longest continuing serving member of the Agency	As at 1 June 2024, what is the number of years of service of the longest continuing serving member of the Department/Agency?		14/06/2024

SQ24-000526	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Public Holidays	<p>1. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on Australia Day Public Holiday?</p> <p>2. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on Anzac Day Public Holiday?</p> <p>3. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on The King's Birthday Public Holiday?</p>		14/06/2024
SQ24-000527	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Staff Training	<p>1. Since 1 July 2023, how much has the Department/Agency spent on the provision of professional development training for staff from external providers?</p> <p>2. Since 1 January 2024, how many staff within the Department/Agency have participated in courses, programmes or activities operated by the APS Academy?</p>		14/06/2024
SQ24-000528	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Funding for operational expenditure	Since 1 January 2024, how many times in the current financial year has the Department/Agency made a request for additional funding for operational expenditure?		14/06/2024
SQ24-000529	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Election commitments	<p>1. Since 1 January 2024, has the Department/Agency provided advice to the Minister in relation to the delivery of election commitments?</p> <p>2. Is the Department/Agency tracking the implementation of relevant election commitments made by the Government at the 2022 election?</p>		14/06/2024
SQ24-000530	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA External guest speakers	Since 1 January 2024, has the Department/Agency engaged any external speakers to address staff? Please provide a list and the amount paid to the speaker.		14/06/2024
SQ24-000531	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA External retreats for staff	Since 1 January 2024, has the Department/Agency held any organised external retreats for staff? Please provide a list including the number of staff who attended, the location of the retreat and the cost incurred by the Department/Agency.		14/06/2024

SQ24-000532	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA International Travel	Since 1 January 2024, how many official international visits have been taken by staff?		14/06/2024
SQ24-000533	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Security clearances	<p>1. Since 1 January 2024, how many staff of the Department/Agency have undertaken security clearance processes, or renewed security clearances?</p> <p>2. Since 1 January 2024, how many staff of the Department/Agency who have undertaken security clearance processes, or renewed security clearances, who are yet to receive their clearance?</p> <p>a. Of these staff, how many have been waiting for clearances for over 6 months?</p> <p>b. Of these staff, how many have been waiting for clearances for over 12 months?</p>		14/06/2024
SQ24-000534	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Staff in communications/media	<p>1. As at 1 June 2024, how many staff work in the communications / media team of the Department/agency?</p> <p>2. Please provide a breakdown of positions by APS level.</p>		14/06/2024

SQ24-000535	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Approaches to SEQoNs asked of all (or multiple) agencies document	<p>1. On what date did the department/agency receive any guidance from the Prime Minister’s Office or the Department of the Prime Minister and Cabinet in relation to the document “Approaches to SEQoNs asked of all (or multiple) agencies”, a version of which was tabled in the Senate on Tuesday 14 May 2024?</p> <p>2. Who made the contact with the department/agency?</p> <p>3. How was the communication made?</p> <p>4. Did the department/agency provide a copy to the department/agency’s Ministerial office?</p> <p>5. Did the department/agency receive a copy from the department/agency’s Ministerial office?</p> <p>6. Did the department/agency use the document in order to respond to questions asked at Senate Estimates?</p> <p>7. Did the department/agency seek advice from the Australian Public Service Commission in relation to the use of the document “Approaches to SEQoNs asked of all (or multiple) agencies”, a version of which was tabled in the Senate on Tuesday 14 May 2024?</p>	17/06/2024
SQ24-000536	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Desk Allocation	As at 1 June 2024, how many work stations/desks/terminals does the department/agency provide for staff?	17/06/2024
SQ24-000537	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Variations to Determinations	<p>1. Since 1 July 2023, has the department/agency sought any variation to a determination issued by the Remuneration Tribunal? If so, on what date(s) were variations sought?</p> <p>2. Since 1 July 2023, has any portfolio Minister sought any variation to a determination issues by the Remuneration Tribunal? If so, on what date(s) were variations sought?</p> <p>3. Since 1 July 2023, has the Remuneration Tribunal altered any determination</p>	17/06/2024

				in respect of an officer or employee of the department/agency? If so, on what date(s)?		
SQ24-000538	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Scheme for Compensation for Detriment caused by Defective Administration	Since 1 January 2023, has the department/agency been the subject of any claim under the Scheme for Compensation for Detriment caused by Defective Administration? If so, how many claims has the department/agency been the subject of?		17/06/2024
SQ24-000539	Australian Curriculum, Assessment and Reporting Authority	Jane Hume	ACARA Appeals	<p>1. Under the Legal Services Directions, how does the department/agency consider reasonable prospects of success for an appeal?</p> <p>2. Would the department/agency use a third party lawyer, that is separate to the first case, to do a sense check prior to launching an appeal?</p>		17/06/2024

SQ24-000540	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Ministerial briefs	<p>1. Since 1 January 2024, has the Department/Agency been provided with advice or a direction on a minimum turnaround time for consideration of briefs by the Minister? a. If so, when was this advice provided to the Department? b. Please provide the minimum turnaround requirement.</p> <p>2. If there has been a change in a previously set minimum turnaround requirement, please provide: a. the previous turnaround requirement; and b. the date the change was requested.</p> <p>3. How many briefs has the Department/agency provided to each Minister in its portfolio? a. Please provide a list with the number of briefs for each Minister, and the date of the first provided brief.</p> <p>4. How many briefs have been returned to the Department for redraft? a. Please provide a list with the number of briefs for each Minister, and the dates of the return of briefs to the Department.</p> <p>5. Since 1 January 2024, how many briefs has the Department/Agency provided to the Minister on potential overseas Ministerial visits?</p>		14/06/2024
SQ24-000541	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Hospitality in the Ministers' offices	<p>1. Since 1 January 2024, has the Department provided any hospitality in Ministers' offices? Please specify the date, itemised cost, purpose, and attendees for the hospitality.</p> <p>2. Since 1 January 2024, have there been any amendments to the Department's policy on providing hospitality in the Ministers offices? If so, please provide a copy of the policy and a reference for the amendment.</p>		14/06/2024

SQ24-000542	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Staffing in the Ministers' offices	<p>1. How many Departmental Liaison Officers have been allocated to each Minister in the portfolio?</p> <p>a. Please provide a list that outlines the level of the member of the department, the Minister they have been allocated to, and the time they have been allocated to the Minister.</p> <p>b. Please denote any change in this allocation since February 2024.</p> <p>2. How many staff have been provided to Ministers offices not in a capacity as a Departmental Liaison Officer?</p> <p>a. Please provide a list that outlines the level of the member of the department, the Minister they have been allocated to, and the time they have been allocated to the Minister.</p> <p>b. Please denote any change in this allocation since February 2024.</p>		14/06/2024
SQ24-000543	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Meetings with Ministers	<p>1. How many meetings has the Secretary/agency head had with the Ministers in their portfolio since 1 January 2024? Please provide a list with the number of meetings by Minister, and the date of the first meeting with each Minister.</p> <p>2. How many meetings has the Secretary/agency head had with any Ministers not in their portfolio since 1 January 2024? Please provide a list with the number of meetings by Minister, and the date of the first meeting with each Minister.</p>		14/06/2024
SQ24-000544	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL New Policy Proposals provided to each Minister	How many New Policy Proposals has the Department/agency provided to each Minister in its portfolio since 1 January 2024? Please provide a list with the number of New Policy Proposals by Minister, and the date of the first provided New Policy Proposal.		14/06/2024
SQ24-000545	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Paper	<p>1. Please provide the amount of paper the Department/agency sources from Australian producers and from overseas producers.</p> <p>2. Please provide the amount in dollar value on a financial year basis for the last five financial years.</p>		14/06/2024

SQ24-000546	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Committee and taskforce memberships	<p>1. Please provide a list of all the Commonwealth inter-departmental committees of which the Department/agency has membership. Please specify where there are changes to the list since February 2024.</p> <p>2. Please provide a list of all the Commonwealth taskforces of which the Department/agency has membership. Please specify where there are changes to the list since February 2024.</p> <p>3. Please provide a list of the interdepartmental committees that the department/agency participates in or provides representation to. Please provide:</p> <ul style="list-style-type: none"> a. the name of the interdepartmental committee; b. a list of the membership; c. the date it was established; and d. its purpose. 		14/06/2024
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SQ24-000547	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL 2022-23 October Budget savings	<p>In relation to the measure in the 2022-23 October Budget, Savings from External Labour, and Savings from Advertising, Travel and Legal Expenses and the subsequent 2024-25 Budget measure, Savings from External Labour – extension.</p> <ol style="list-style-type: none"> 1. What was the value of savings that the Department/agency was requested to deliver for the 2022-23, 2023-24 and 2024-25 years, in aggregate and broken down across those years? 2. Has the Department/agency identified the savings they will make across the following areas to achieve this cut: <ol style="list-style-type: none"> a. External labour hire b. Consultancy c. Advertising campaigns d. Travel e. Legal expenses 3. Can the Department/agency provide a breakdown of the funding reductions they have made in totality, and in each of the above areas, and what they relate to? 4. Has the Department/agency been informed of the cut that will be made to their funding in the next financial year, or the rest of the forward estimates? 5. Can the Department/agency confirm the total new number of contracts (ongoing and terminating) and total cost of these contracts issued on AusTender since 30 June 2022 which relate to the following areas: <ol style="list-style-type: none"> a. External labour hire b. Consultancy c. Advertising campaigns d. Travel e. Legal expenses 6. Please provide a breakdown of the value of contracts across each area, and identify the categories on AusTender which are used to determine the Departments identification of the contracts. <ol style="list-style-type: none"> a. Is the Department/agency on track to meet the saving target? 	14/06/2024
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				b. Has the Department/agency sought an exemption or alternation from/to the savings target? If so, why and was it approved?		
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SQ24-000548	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Agency functions/official receptions expenditure	<p>1. In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio in financial year 2023/24 to date, please provide the following:</p> <ul style="list-style-type: none"> a. List of functions; b. List of attendees; c. Function venue; d. Itemised list of costs (GST inclusive); e. Details of any food served; f. Details of any wines or champagnes served including brand and vintage; and g. Details of any entertainment provided. <p>2. In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio in financial year 2023/24 to date, please provide the following:</p> <ul style="list-style-type: none"> a. List of functions; b. List of attendees; c. Function venue; d. Itemised list of costs (GST inclusive); e. Details of any food served; f. Details of any wines or champagnes served including brand and vintage; and g. Details of any entertainment provided. 		14/06/2024
SQ24-000549	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Facility upgrades	<p>1. Were the furniture, fixtures or fittings of the Secretary's/agency head's office, or the offices of any Deputy Secretaries/executive leadership team members, upgraded in financial year 2023/24 to date? Please provide an itemised list of costs (GST inclusive). Please provide photographs of the works conducted.</p> <p>2. Were the facilities of any of the Departments/agency premises upgraded in financial year 2023/24 to date, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment?</p> <ul style="list-style-type: none"> a. Please provide a detailed description of the relevant facilities upgraded together with an itemised list of costs (GST inclusive). b. Please provide photographs of the upgraded facilities. 		14/06/2024

SQ24-000550	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Travel costs	<p>1. Please provide an itemised list of the Secretary's/agency head's travel for financial year 2023/24 to date, including costs of flights and accommodation.</p> <p>2. Please provide an itemised list of each Deputy Secretary's/agency head's travel for financial year 2023/24 to date, including costs of flights and accommodation.</p> <p>3. What was the total cost of staff travel for departmental/agency employees in financial year 2023/24 to date?</p>		14/06/2024
SQ24-000551	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Media monitoring, advertising, information campaigns and promotional merchandise expenditure	<p>1. What was the Department's/agency's total expenditure on media monitoring services in financial year 2023/24 to date?</p> <p>2. What was the Department's/agency's total expenditure on advertising and information campaigns in financial year 2023/24 to date? Please provide an itemised list of the campaigns, their purpose, and their expected costs.</p> <p>3. What was the Department's/agency's total expenditure on promotional merchandise in financial year 2023/24 to date?</p> <p>a. Please provide an itemised list of the merchandise purchased with costs.</p> <p>b. Please provide examples and photographs of the merchandise purchased.</p>		14/06/2024

SQ24-000552	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Credit Cards	<p>In relation to departmental use of credit cards:</p> <ol style="list-style-type: none"> 1. How many credit cards are currently on issue for department or agency staff? 2. What was the value of the largest reported purchase on a credit card in financial year 2023/24 to date and what was it for? 3. How much interest was paid on amounts outstanding from credit cards in financial year 2023/24 to date? 4. How much was paid in late fees on amounts outstanding from credit cards in financial year 2023/24 to date? 5. What was the largest amount outstanding on a single card at the end of a payment period in financial year 2023/24 to date? 6. How many credit cards were reported as lost or stolen in financial year 2023/24 to date and what was the cost of their replacement? 7. How many credit card purchases were deemed to be illegitimate or contrary to department or agency policy in financial year 2023/24 to date? <ol style="list-style-type: none"> a. What was the total value of those purchases? b. How many purchases were asked to be repaid on that basis in financial year 2023/24 to date and what was the total value thereof? c. Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? 8. What was the largest purchase that was deemed illegitimate or contrary to department or agency policy and asked to be repaid in financial year 2023/24 to date? <ol style="list-style-type: none"> a. What that amount actually repaid, in full? If no, what amount was left unpaid? 9. Are any credit cards currently on issue connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? <ol style="list-style-type: none"> a. Please provide a copy of the department or agency's staff credit card policy. 	14/06/2024
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				b. Please denote any changes to this policy that have been made since February 2024.		
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SQ24-000553	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Comcare and Fair Work Commission matters	<p>In relation to department/agency:</p> <ol style="list-style-type: none"> 1. In the current financial year to date, how many matters have been referred to Comcare? <ol style="list-style-type: none"> a. Of those claims referred to Comcare, redacting confidential information, advise in which division the claimant works or worked and the circumstances surrounding the claim. 2. What has the Department/agency learned from past Comcare claims? 3. Of those employees who submitted a Comcare claim, how many returned to work after a period of absence? 4. In the current financial year to date, how many matters have been referred to the Fair Work Commission? Of those matters referred to either, please provide a comprehensive account of the circumstances, redacting confidential information, including in which division the employee is or was employed, the nature of the complaint and the nature of the determination of the Fair Work Commission, Fair Work Ombudsman and/or conciliator. 5. Since 1 January 2024, has the department/agency appeared in any proceeding before the Fair Work Commission? If so, on what date(s)? 		14/06/2024
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SQ24-000554	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Number of reviews	<p>1. Please provide a list of the number of reviews that the department/agency is currently conducting. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent to date; and g. the date the review is due to be completed. <p>2. Please provide a list of the number of reviews that the department/agency has completed since 1 July 2022. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent; g. the date the review was due to be completed; h. the date the review was completed; i. the date the review was provided to the Department; j. the date the review was provided to the Minister; and k. the date the review was provided to the Minister's office. <p>3. Please provide a list of the number of internal reviews that the department/agency has completed since 1 July 2023. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent; g. the date the review was due to be completed; h. the date the review was completed; i. if the Minister or their office was made aware of the review. 	14/06/2024
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SQ24-000555	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Entities (including advisory boards and agencies)	<p>1. How many new entities (including advisory boards and agencies) have been created within the portfolio since 1 July 2022? Please list each entity, its purpose, and the date it was created.</p> <p>2. How many new entities (including advisory boards and agencies) have been wound up, amalgamated, ceased, disbanded, or reconstituted as new bodies since 1 July 2022? Please list each entity, its purpose, and the date it was wound up, amalgamated, ceased, or disbanded.</p>		14/06/2024
SQ24-000556	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Data by electorate for portfolio minister's office	<p>Since 1 July 2023, has the department / agency ever received a request from a portfolio minister's office seeking data or information separated out by electorate?</p> <p>a. Please provide a list of all requests, including any timeframe provided for a response, whether a response was provided, and the context of the request if provided.</p> <p>b. Please provide a copy of all responses to the request.</p>		14/06/2024
SQ24-000557	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL ASL Allocation	<p>Please provide the number of current ASL allocated to the department/agency as at 1 June 2024. Please provide:</p> <p>a. Total number of ASL;</p> <p>b. Total number of FTE by APS classification;</p> <p>c. the number of ASL allocated to each outcome for which the department/agency is responsible; and</p> <p>d. the number of FTE, by classification, allocated to each outcome for which the department/agency is responsible; and</p> <p>e. The number of FTE positions that are not currently filled, broken down by classification.</p>		14/06/2024
SQ24-000558	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Market research provided to the Ministers' offices	<p>Has the department/agency provided any Minister's office with market research conducted in relation to a Commonwealth Information and Advertising Campaign? Please provide a list of the Ministers and the date on which they were provided the research.</p>		14/06/2024

SQ24-000559	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Freedom of Information applications	<p>1. How many freedom of information applications has the department/agency received since 1 July 2023? Please provide a breakdown of the number including:</p> <ul style="list-style-type: none"> a. the number of applications withdrawn; b. the number of applications refused under section 34 of the Freedom of Information Act 1982; c. the number of applications refused under section 24 of the Freedom of Information Act 1982; d. the number of applications refused under section 24A of the Freedom of Information Act 1982; e. the number of applications subject to internal review; f. the number of applications subject to review by the OAIC; g. the number of applications subject to review by the AAT; h. the number of applications subject to review by the Federal Court; and i. the number of applications where the original decision has been overturned. <p>2. How many freedom of information applications have been received by the Minister's office since 1 January 2024? Please provide a breakdown including:</p> <ul style="list-style-type: none"> a. the number of applications by Minister, b. the number of applications that are yet to be decided; c. the number of applications refused; and d. the number of applications overdue, including the number of days overdue. <p>3. Since 1 January 2024, how many staff in the Department/Agency are allocated to the processing of Freedom of Information applications?</p>		14/06/2024
SQ24-000560	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Portfolio estimates variations and movement of funds	<p>1. For the portfolio, please provide a list of the ten largest estimate variations in the most recent financial year.</p> <p>2. For the portfolio, please provide a list of the ten largest movements of funds in the most recent financial year, including a profile of the forward estimates for the impact of the movement.</p>		14/06/2024

SQ24-000561	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Flexible work arrangements	<p>1. How many staff have a flexible work arrangement in place that enables them to work from home? Please provide a breakdown including:</p> <ul style="list-style-type: none"> a. The proportion of staff who work from home one day a week? b. The proportion of staff who work from home two days a week? c. The proportion of staff who work from home three days a week? d. The proportion of staff who work from home four days a week? e. The proportion of staff who work from home five days a week? <p>2. What is the annual cost of renting out office space for employees?</p> <p>3. Please provide a copy of the department/agency's work from home policy.</p> <p>4. Please provide a list by APS level of the number of staff with working from home arrangements of three or more days per week.</p> <p>5. Please provide as a number and as a percentage the amount of staff who have working from home arrangements within the ACT.</p> <p>6. As at 1 June 2024, how many staff of the department/agency had approved work from home arrangements in cities where the department/agency does not hold any office space?</p>		14/06/2024
SQ24-000562	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Artificial Intelligence	<p>1. Does the department/agency allow for the use of ChatGPT on the internal network? If so, what risk management and governance mechanisms are in place to protect government data?</p> <p>2. Please provide the department/agency policy on use of artificial intelligence.</p>		14/06/2024

SQ24-000563	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Senate Estimates and QoNs	<p>1. Has the Department/agency engaged any external companies or individuals to provide training or advice to officials on the preparation for Senate Estimates?</p> <p>2. Has the Department/agency been provided with direction or instruction from the Minister's office on how to answer questions at Senate Estimates?</p> <p>3. Does the Department/Agency adjust the quality of their responses to Questions on Notice based on the number of Questions on Notice received?</p> <p>4. Please provide a copy of the index of Senate Estimates briefs that were prepared for the Department/Agency for the Senate Estimates hearings held 28 May to 7 June 2024.</p> <p>5. Please provide a list of the questions on notice from the previous Senate Estimates hearings outlining the following:</p> <ul style="list-style-type: none"> a. the number of the Question on Notice; b. the Senator who asked the Question on Notice; c. the date the draft response to the Question on Notice was provided to the Minister's office; d. the date the Minister's office provided approval for the Question on Notice to be tabled; e. the date the Question on Notice was provided to the Committee; and f. whether the draft response was different to the tabled response. <p>6. As at 1 June 2024, how many staff in the department/agency are responsible for the management of the responses to Senate Estimates Questions on Notice? Please provide a breakdown of the number by APS level.</p> <p>7. On what date did the department/agency provide briefing material to the relevant Ministerial office to prepare for Senate Estimates held between 28 May 2024 and 7 June 2024?</p> <p>8. Did the department/agency meet with any Minister or staff of any Minister in order to prepare for Senate Estimates held between 28 May 2024 and 7 June 2024?</p>	14/06/2024
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				9. Is the department/agency aware that questions asked at Senate Estimates and questions asked in writing following the Senate Estimates hearing are to be treated in the same manner?		
SQ24-000564	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Communications campaigns	<p>1. Has the Department/agency conducted any market research or research relating to a communications campaign?</p> <p>a. Has that research been provided to a Minister's office?</p> <p>b. Did the Minister's office provide any input on the development of the research?</p> <p>2. Since 1 January 2024, has the Department/Agency engaged any social media</p>		14/06/2024

				influencers to assist in any promotional or communications campaigns? Please provide a list of the individuals engaged.		
SQ24-000565	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Conflict of interest declaration	<ol style="list-style-type: none"> 1. Has the Secretary/Agency Head provided a conflict of interest declaration? 2. Has this declaration been updated since they took their position? 		14/06/2024
SQ24-000566	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Agency Head leave and acting arrangements	Please provide a list of dates the Secretary/Agency head took leave since 1 January 2024, and which officer of the Department/Agency acted for the Secretary during this time.		14/06/2024
SQ24-000567	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Staff positions	<ol style="list-style-type: none"> 1. As at 1 June 2024, how many positions are currently vacant within the department/agency? <ol style="list-style-type: none"> a. Please provide a list of the positions by APS level. 2. How many positions within the Department/Agency have been filled without advertising externally to the public since 1 January 2024? 3. As at 1 June 2024, how many positions within the Department/Agency have staff in acting positions where the acting arrangement has been longer than 90 days? Please provide a list of these positions by APS level. 4. As at 1 June 2024, how many positions within the Department/Agency have been vacant for longer than 90 days? Please provide a list of these positions by APS level. 5. As at 1 June 2024, what is the current turnover rate for staff within the Department/Agency? 		14/06/2024

				<p>6. Since 1 July 2022, how many SES members of the department/agency have left the department/agency?</p> <p>7. Since 1 July 2022, how many APS members of the department/agency have left the department/agency?</p>		
SQ24-000568	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Property - Location, maintenance & costs	<p>1. As at 1 June 2024, please provide a list of the office space leased by the Department/Agency, with addresses and the accommodation capacity.</p> <p>2. Please provide an annual expenditure breakdown of the general expenses the Department/agency has for general property maintenance costs from 2018 until 2023. Please include gardening, utility bills, cleaning, building renovations, updates and repairs in the breakdown.</p> <p>3. Please provide a list of the contracts the Department/Agency has for gardening, cleaning and building maintenance.</p>		14/06/2024
SQ24-000569	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Longest continuing serving member of the Agency	As at 1 June 2024, what is the number of years of service of the longest continuing serving member of the Department/Agency?		14/06/2024

SQ24-000570	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Public Holidays	<p>1. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on Australia Day Public Holiday?</p> <p>2. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on Anzac Day Public Holiday?</p> <p>3. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on The King's Birthday Public Holiday?</p>		14/06/2024
SQ24-000571	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Staff Training	<p>1. Since 1 July 2023, how much has the Department/Agency spent on the provision of professional development training for staff from external providers?</p> <p>2. Since 1 January 2024, how many staff within the Department/Agency have participated in courses, programmes or activities operated by the APS Academy?</p>		14/06/2024
SQ24-000572	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Funding for operational expenditure	Since 1 January 2024, how many times in the current financial year has the Department/Agency made a request for additional funding for operational expenditure?		14/06/2024
SQ24-000573	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Election commitments	<p>1. Since 1 January 2024, has the Department/Agency provided advice to the Minister in relation to the delivery of election commitments?</p> <p>2. Is the Department/Agency tracking the implementation of relevant election commitments made by the Government at the 2022 election?</p>		14/06/2024
SQ24-000574	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL External guest speakers	Since 1 January 2024, has the Department/Agency engaged any external speakers to address staff? Please provide a list and the amount paid to the speaker.		14/06/2024

SQ24-000575	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL External retreats for staff	Since 1 January 2024, has the Department/Agency held any organised external retreats for staff? Please provide a list including the number of staff who attended, the location of the retreat and the cost incurred by the Department/Agency.		14/06/2024
SQ24-000576	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL International Travel	Since 1 January 2024, how many official international visits have been taken by staff?		14/06/2024
SQ24-000577	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Security clearances	<p>1. Since 1 January 2024, how many staff of the Department/Agency have undertaken security clearance processes, or renewed security clearances?</p> <p>2. Since 1 January 2024, how many staff of the Department/Agency who have undertaken security clearance processes, or renewed security clearances, who are yet to receive their clearance?</p> <p>a. Of these staff, how many have been waiting for clearances for over 6 months?</p> <p>b. Of these staff, how many have been waiting for clearances for over 12 months?</p>		14/06/2024
SQ24-000578	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Staff in communications/media	<p>1. As at 1 June 2024, how many staff work in the communications / media team of the Department/agency?</p> <p>2. Please provide a breakdown of positions by APS level.</p>		14/06/2024

SQ24-000579	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Approaches to SEQoNs asked of all (or multiple) agencies document	<p>1. On what date did the department/agency receive any guidance from the Prime Minister’s Office or the Department of the Prime Minister and Cabinet in relation to the document “Approaches to SEQoNs asked of all (or multiple) agencies”, a version of which was tabled in the Senate on Tuesday 14 May 2024?</p> <p>2. Who made the contact with the department/agency?</p> <p>3. How was the communication made?</p> <p>4. Did the department/agency provide a copy to the department/agency’s Ministerial office?</p> <p>5. Did the department/agency receive a copy from the department/agency’s Ministerial office?</p> <p>6. Did the department/agency use the document in order to respond to questions asked at Senate Estimates?</p> <p>7. Did the department/agency seek advice from the Australian Public Service Commission in relation to the use of the document “Approaches to SEQoNs asked of all (or multiple) agencies”, a version of which was tabled in the Senate on Tuesday 14 May 2024?</p>		17/06/2024
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SQ24-000579	Department of Education	Penny Allman-Payne	Schooling Resource Standard	<p>1. What was the total estimated Commonwealth Government recurrent funding for the Schooling Resource Standard for each school sector (Government, Catholic and Independent) for each state and territory and Australia in 2023?</p> <p>2. What was the number of full-time equivalent funded students in each school sector by state and territory and Australia in 2023?</p> <p>3. What was the estimated total funding for the base Schooling Resource Standard for each school sector in each state and territory and Australia in 2023?</p> <p>4. What was the estimated total funding for the following disadvantage loadings for each school sector by state and territory and for Australia in 2023:</p> <ul style="list-style-type: none"> a. Socio-economic disadvantage loading for the lowest quartile; b. Socio-economic disadvantage loading for the second lowest quartile; c. Aboriginal and Torres Strait Islander student loading; d. Student with extensive disability loading; e. Student with substantial disability loading; f. Student with supplementary disability loading; g. Low English proficiency loading; h. Inner regional school loading; i. Outer regional school loading; j. Remote school loading; k. Very remote school loading; l. Primary school size loading; m. Secondary school size loading. <p>5. What was the total full-time equivalent funded students for each disadvantage loading in each school sector by state and territory and Australia?</p>		19/06/2024
SQ24-000580	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Desk Allocation	As at 1 June 2024, how many work stations/desks/terminals does the department/agency provide for staff?		17/06/2024

SQ24-000581	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Variations to Determinations	<p>1. Since 1 July 2023, has the department/agency sought any variation to a determination issued by the Remuneration Tribunal? If so, on what date(s) were variations sought?</p> <p>2. Since 1 July 2023, has any portfolio Minister sought any variation to a determination issues by the Remuneration Tribunal? If so, on what date(s) were variations sought?</p> <p>3. Since 1 July 2023, has the Remuneration Tribunal altered any determination in respect of an officer or employee of the department/agency? If so, on what date(s)?</p>		17/06/2024
SQ24-000582	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Scheme for Compensation for Detriment caused by Defective Administration	Since 1 January 2023, has the department/agency been the subject of any claim under the Scheme for Compensation for Detriment caused by Defective Administration? If so, how many claims has the department/agency been the subject of?		17/06/2024
SQ24-000583	Australian Institute for Teaching and School Leadership Limited	Jane Hume	AITSL Appeals	<p>1. Under the Legal Services Directions, how does the department/agency consider reasonable prospects of success for an appeal?</p> <p>2. Would the department/agency use a third party lawyer, that is separate to the first case, to do a sense check prior to launching an appeal?</p>		17/06/2024

SQ24-000584	Australian Research Council	Jane Hume	ARC Ministerial briefs	<p>1. Since 1 January 2024, has the Department/Agency been provided with advice or a direction on a minimum turnaround time for consideration of briefs by the Minister? a. If so, when was this advice provided to the Department? b. Please provide the minimum turnaround requirement.</p> <p>2. If there has been a change in a previously set minimum turnaround requirement, please provide: a. the previous turnaround requirement; and b. the date the change was requested.</p> <p>3. How many briefs has the Department/agency provided to each Minister in its portfolio? a. Please provide a list with the number of briefs for each Minister, and the date of the first provided brief.</p> <p>4. How many briefs have been returned to the Department for redraft? a. Please provide a list with the number of briefs for each Minister, and the dates of the return of briefs to the Department.</p> <p>5. Since 1 January 2024, how many briefs has the Department/Agency provided to the Minister on potential overseas Ministerial visits?</p>		14/06/2024
SQ24-000585	Australian Research Council	Jane Hume	ARC Hospitality in the Ministers' offices	<p>1. Since 1 January 2024, has the Department provided any hospitality in Ministers' offices? Please specify the date, itemised cost, purpose, and attendees for the hospitality.</p> <p>2. Since 1 January 2024, have there been any amendments to the Department's policy on providing hospitality in the Ministers offices? If so, please provide a copy of the policy and a reference for the amendment.</p>		14/06/2024

SQ24-000586	Australian Research Council	Jane Hume	ARC Staffing in the Ministers' offices	<p>1. How many Departmental Liaison Officers have been allocated to each Minister in the portfolio?</p> <p>a. Please provide a list that outlines the level of the member of the department, the Minister they have been allocated to, and the time they have been allocated to the Minister.</p> <p>b. Please denote any change in this allocation since February 2024.</p> <p>2. How many staff have been provided to Ministers offices not in a capacity as a Departmental Liaison Officer?</p> <p>a. Please provide a list that outlines the level of the member of the department, the Minister they have been allocated to, and the time they have been allocated to the Minister.</p> <p>b. Please denote any change in this allocation since February 2024.</p>	14/06/2024
SQ24-000587	Australian Research Council	Jane Hume	ARC Meetings with Ministers	<p>1. How many meetings has the Secretary/agency head had with the Ministers in their portfolio since 1 January 2024? Please provide a list with the number of meetings by Minister, and the date of the first meeting with each Minister.</p> <p>2. How many meetings has the Secretary/agency head had with any Ministers not in their portfolio since 1 January 2024? Please provide a list with the number of meetings by Minister, and the date of the first meeting with each Minister.</p>	14/06/2024
SQ24-000588	Australian Research Council	Jane Hume	ARC New Policy Proposals provided to each Minister	How many New Policy Proposals has the Department/agency provided to each Minister in its portfolio since 1 January 2024? Please provide a list with the number of New Policy Proposals by Minister, and the date of the first provided New Policy Proposal.	14/06/2024
SQ24-000589	Australian Research Council	Jane Hume	ARC Paper	<p>1. Please provide the amount of paper the Department/agency sources from Australian producers and from overseas producers.</p> <p>2. Please provide the amount in dollar value on a financial year basis for the last five financial years.</p>	14/06/2024

SQ24-000590	Australian Research Council	Jane Hume	ARC Committee and taskforce memberships	<p>1. Please provide a list of all the Commonwealth inter-departmental committees of which the Department/agency has membership. Please specify where there are changes to the list since February 2024.</p> <p>2. Please provide a list of all the Commonwealth taskforces of which the Department/agency has membership. Please specify where there are changes to the list since February 2024.</p> <p>3. Please provide a list of the interdepartmental committees that the department/agency participates in or provides representation to. Please provide:</p> <ul style="list-style-type: none"> a. the name of the interdepartmental committee; b. a list of the membership; c. the date it was established; and d. its purpose. 		14/06/2024
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SQ24-000591	Australian Research Council	Jane Hume	ARC 2022-23 October Budget savings	<p>In relation to the measure in the 2022-23 October Budget, Savings from External Labour, and Savings from Advertising, Travel and Legal Expenses and the subsequent 2024-25 Budget measure, Savings from External Labour – extension.</p> <ol style="list-style-type: none"> 1. What was the value of savings that the Department/agency was requested to deliver for the 2022-23, 2023-24 and 2024-25 years, in aggregate and broken down across those years? 2. Has the Department/agency identified the savings they will make across the following areas to achieve this cut: <ol style="list-style-type: none"> a. External labour hire b. Consultancy c. Advertising campaigns d. Travel e. Legal expenses 3. Can the Department/agency provide a breakdown of the funding reductions they have made in totality, and in each of the above areas, and what they relate to? 4. Has the Department/agency been informed of the cut that will be made to their funding in the next financial year, or the rest of the forward estimates? 5. Can the Department/agency confirm the total new number of contracts (ongoing and terminating) and total cost of these contracts issued on AusTender since 30 June 2022 which relate to the following areas: <ol style="list-style-type: none"> a. External labour hire b. Consultancy c. Advertising campaigns d. Travel e. Legal expenses 6. Please provide a breakdown of the value of contracts across each area, and identify the categories on AusTender which are used to determine the Departments identification of the contracts. <ol style="list-style-type: none"> a. Is the Department/agency on track to meet the saving target? 	14/06/2024
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				b. Has the Department/agency sought an exemption or alternation from/to the savings target? If so, why and was it approved?		
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SQ24-000592	Australian Research Council	Jane Hume	ARC Agency functions/official receptions expenditure	<p>1. In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio in financial year 2023/24 to date, please provide the following:</p> <ul style="list-style-type: none"> a. List of functions; b. List of attendees; c. Function venue; d. Itemised list of costs (GST inclusive); e. Details of any food served; f. Details of any wines or champagnes served including brand and vintage; and g. Details of any entertainment provided. <p>2. In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio in financial year 2023/24 to date, please provide the following:</p> <ul style="list-style-type: none"> a. List of functions; b. List of attendees; c. Function venue; d. Itemised list of costs (GST inclusive); e. Details of any food served; f. Details of any wines or champagnes served including brand and vintage; and g. Details of any entertainment provided. 		14/06/2024
SQ24-000593	Australian Research Council	Jane Hume	ARC Facility upgrades	<p>1. Were the furniture, fixtures or fittings of the Secretary's/agency head's office, or the offices of any Deputy Secretaries/executive leadership team members, upgraded in financial year 2023/24 to date? Please provide an itemised list of costs (GST inclusive). Please provide photographs of the works conducted.</p> <p>2. Were the facilities of any of the Departments/agency premises upgraded in financial year 2023/24 to date, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment?</p> <ul style="list-style-type: none"> a. Please provide a detailed description of the relevant facilities upgraded together with an itemised list of costs (GST inclusive). b. Please provide photographs of the upgraded facilities. 		14/06/2024

SQ24-000594	Australian Research Council	Jane Hume	ARC Travel costs	<p>1. Please provide an itemised list of the Secretary's/agency head's travel for financial year 2023/24 to date, including costs of flights and accommodation.</p> <p>2. Please provide an itemised list of each Deputy Secretary's/agency head's travel for financial year 2023/24 to date, including costs of flights and accommodation.</p> <p>3. What was the total cost of staff travel for departmental/agency employees in financial year 2023/24 to date?</p>		14/06/2024
SQ24-000595	Australian Research Council	Jane Hume	ARC Media monitoring, advertising, information campaigns and promotional merchandise expenditure	<p>1. What was the Department's/agency's total expenditure on media monitoring services in financial year 2023/24 to date?</p> <p>2. What was the Department's/agency's total expenditure on advertising and information campaigns in financial year 2023/24 to date? Please provide an itemised list of the campaigns, their purpose, and their expected costs.</p> <p>3. What was the Department's/agency's total expenditure on promotional merchandise in financial year 2023/24 to date?</p> <p>a. Please provide an itemised list of the merchandise purchased with costs.</p> <p>b. Please provide examples and photographs of the merchandise purchased.</p>		14/06/2024

SQ24-000596	Australian Research Council	Jane Hume	ARC Credit Cards	<p>In relation to departmental use of credit cards:</p> <ol style="list-style-type: none"> 1. How many credit cards are currently on issue for department or agency staff? 2. What was the value of the largest reported purchase on a credit card in financial year 2023/24 to date and what was it for? 3. How much interest was paid on amounts outstanding from credit cards in financial year 2023/24 to date? 4. How much was paid in late fees on amounts outstanding from credit cards in financial year 2023/24 to date? 5. What was the largest amount outstanding on a single card at the end of a payment period in financial year 2023/24 to date? 6. How many credit cards were reported as lost or stolen in financial year 2023/24 to date and what was the cost of their replacement? 7. How many credit card purchases were deemed to be illegitimate or contrary to department or agency policy in financial year 2023/24 to date? <ol style="list-style-type: none"> a. What was the total value of those purchases? b. How many purchases were asked to be repaid on that basis in financial year 2023/24 to date and what was the total value thereof? c. Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? 8. What was the largest purchase that was deemed illegitimate or contrary to department or agency policy and asked to be repaid in financial year 2023/24 to date? <ol style="list-style-type: none"> a. What that amount actually repaid, in full? If no, what amount was left unpaid? 9. Are any credit cards currently on issue connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? <ol style="list-style-type: none"> a. Please provide a copy of the department or agency's staff credit card policy. 	14/06/2024
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				b. Please denote any changes to this policy that have been made since February 2024.		
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SQ24-000597	Australian Research Council	Jane Hume	ARC Comcare and Fair Work Commission matters	<p>In relation to department/agency:</p> <ol style="list-style-type: none"> 1. In the current financial year to date, how many matters have been referred to Comcare? <ol style="list-style-type: none"> a. Of those claims referred to Comcare, redacting confidential information, advise in which division the claimant works or worked and the circumstances surrounding the claim. 2. What has the Department/agency learned from past Comcare claims? 3. Of those employees who submitted a Comcare claim, how many returned to work after a period of absence? 4. In the current financial year to date, how many matters have been referred to the Fair Work Commission? Of those matters referred to either, please provide a comprehensive account of the circumstances, redacting confidential information, including in which division the employee is or was employed, the nature of the complaint and the nature of the determination of the Fair Work Commission, Fair Work Ombudsman and/or conciliator. 5. Since 1 January 2024, has the department/agency appeared in any proceeding before the Fair Work Commission? If so, on what date(s)? 		14/06/2024
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SQ24-000598	Australian Research Council	Jane Hume	ARC Number of reviews	<p>1. Please provide a list of the number of reviews that the department/agency is currently conducting. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent to date; and g. the date the review is due to be completed. <p>2. Please provide a list of the number of reviews that the department/agency has completed since 1 July 2022. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent; g. the date the review was due to be completed; h. the date the review was completed; i. the date the review was provided to the Department; j. the date the review was provided to the Minister; and k. the date the review was provided to the Minister's office. <p>3. Please provide a list of the number of internal reviews that the department/agency has completed since 1 July 2023. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent; g. the date the review was due to be completed; h. the date the review was completed; i. if the Minister or their office was made aware of the review. 	14/06/2024
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SQ24-000599	Australian Research Council	Jane Hume	ARC Entities (including advisory boards and agencies)	<p>1. How many new entities (including advisory boards and agencies) have been created within the portfolio since 1 July 2022? Please list each entity, its purpose, and the date it was created.</p> <p>2. How many new entities (including advisory boards and agencies) have been wound up, amalgamated, ceased, disbanded, or reconstituted as new bodies since 1 July 2022? Please list each entity, its purpose, and the date it was wound up, amalgamated, ceased, or disbanded.</p>		14/06/2024
SQ24-000600	Australian Research Council	Jane Hume	ARC Data by electorate for portfolio minister's office	<p>Since 1 July 2023, has the department / agency ever received a request from a portfolio minister's office seeking data or information separated out by electorate?</p> <p>a. Please provide a list of all requests, including any timeframe provided for a response, whether a response was provided, and the context of the request if provided.</p> <p>b. Please provide a copy of all responses to the request.</p>		14/06/2024
SQ24-000601	Australian Research Council	Jane Hume	ARC ASL Allocation	<p>Please provide the number of current ASL allocated to the department/agency as at 1 June 2024. Please provide:</p> <p>a. Total number of ASL;</p> <p>b. Total number of FTE by APS classification;</p> <p>c. the number of ASL allocated to each outcome for which the department/agency is responsible; and</p> <p>d. the number of FTE, by classification, allocated to each outcome for which the department/agency is responsible; and</p> <p>e. The number of FTE positions that are not currently filled, broken down by classification.</p>		14/06/2024
SQ24-000602	Australian Research Council	Jane Hume	ARC Market research provided to the Ministers' offices	<p>Has the department/agency provided any Minister's office with market research conducted in relation to a Commonwealth Information and Advertising Campaign? Please provide a list of the Ministers and the date on which they were provided the research.</p>		14/06/2024

SQ24-000603	Australian Research Council	Jane Hume	ARC Freedom of Information applications	<p>1. How many freedom of information applications has the department/agency received since 1 July 2023? Please provide a breakdown of the number including:</p> <ul style="list-style-type: none"> a. the number of applications withdrawn; b. the number of applications refused under section 34 of the Freedom of Information Act 1982; c. the number of applications refused under section 24 of the Freedom of Information Act 1982; d. the number of applications refused under section 24A of the Freedom of Information Act 1982; e. the number of applications subject to internal review; f. the number of applications subject to review by the OAIC; g. the number of applications subject to review by the AAT; h. the number of applications subject to review by the Federal Court; and i. the number of applications where the original decision has been overturned. <p>2. How many freedom of information applications have been received by the Minister's office since 1 January 2024? Please provide a breakdown including:</p> <ul style="list-style-type: none"> a. the number of applications by Minister, b. the number of applications that are yet to be decided; c. the number of applications refused; and d. the number of applications overdue, including the number of days overdue. <p>3. Since 1 January 2024, how many staff in the Department/Agency are allocated to the processing of Freedom of Information applications?</p>		14/06/2024
SQ24-000604	Australian Research Council	Jane Hume	ARC Portfolio estimates variations and movement of funds	<p>1. For the portfolio, please provide a list of the ten largest estimate variations in the most recent financial year.</p> <p>2. For the portfolio, please provide a list of the ten largest movements of funds in the most recent financial year, including a profile of the forward estimates for the impact of the movement.</p>		14/06/2024

SQ24-000605	Australian Research Council	Jane Hume	ARC Flexible work arrangements	<p>1. How many staff have a flexible work arrangement in place that enables them to work from home? Please provide a breakdown including:</p> <ul style="list-style-type: none"> a. The proportion of staff who work from home one day a week? b. The proportion of staff who work from home two days a week? c. The proportion of staff who work from home three days a week? d. The proportion of staff who work from home four days a week? e. The proportion of staff who work from home five days a week? <p>2. What is the annual cost of renting out office space for employees?</p> <p>3. Please provide a copy of the department/agency's work from home policy.</p> <p>4. Please provide a list by APS level of the number of staff with working from home arrangements of three or more days per week.</p> <p>5. Please provide as a number and as a percentage the amount of staff who have working from home arrangements within the ACT.</p> <p>6. As at 1 June 2024, how many staff of the department/agency had approved work from home arrangements in cities where the department/agency does not hold any office space?</p>		14/06/2024
SQ24-000606	Australian Research Council	Jane Hume	ARC Artificial Intelligence	<p>1. Does the department/agency allow for the use of ChatGPT on the internal network? If so, what risk management and governance mechanisms are in place to protect government data?</p> <p>2. Please provide the department/agency policy on use of artificial intelligence.</p>		14/06/2024

SQ24-000607	Australian Research Council	Jane Hume	ARC Senate Estimates and QoNs	<p>1. Has the Department/agency engaged any external companies or individuals to provide training or advice to officials on the preparation for Senate Estimates?</p> <p>2. Has the Department/agency been provided with direction or instruction from the Minister's office on how to answer questions at Senate Estimates?</p> <p>3. Does the Department/Agency adjust the quality of their responses to Questions on Notice based on the number of Questions on Notice received?</p> <p>4. Please provide a copy of the index of Senate Estimates briefs that were prepared for the Department/Agency for the Senate Estimates hearings held 28 May to 7 June 2024.</p> <p>5. Please provide a list of the questions on notice from the previous Senate Estimates hearings outlining the following:</p> <ul style="list-style-type: none"> a. the number of the Question on Notice; b. the Senator who asked the Question on Notice; c. the date the draft response to the Question on Notice was provided to the Minister's office; d. the date the Minister's office provided approval for the Question on Notice to be tabled; e. the date the Question on Notice was provided to the Committee; and f. whether the draft response was different to the tabled response. <p>6. As at 1 June 2024, how many staff in the department/agency are responsible for the management of the responses to Senate Estimates Questions on Notice? Please provide a breakdown of the number by APS level.</p> <p>7. On what date did the department/agency provide briefing material to the relevant Ministerial office to prepare for Senate Estimates held between 28 May 2024 and 7 June 2024?</p> <p>8. Did the department/agency meet with any Minister or staff of any Minister in order to prepare for Senate Estimates held between 28 May 2024 and 7 June 2024?</p>	14/06/2024
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				9. Is the department/agency aware that questions asked at Senate Estimates and questions asked in writing following the Senate Estimates hearing are to be treated in the same manner?		
SQ24-000608	Australian Research Council	Jane Hume	ARC Communications campaigns	<p>1. Has the Department/agency conducted any market research or research relating to a communications campaign?</p> <p>a. Has that research been provided to a Minister's office?</p> <p>b. Did the Minister's office provide any input on the development of the research?</p> <p>2. Since 1 January 2024, has the Department/Agency engaged any social media</p>		14/06/2024

				influencers to assist in any promotional or communications campaigns? Please provide a list of the individuals engaged.		
SQ24-000609	Australian Research Council	Jane Hume	ARC Conflict of interest declaration	<ol style="list-style-type: none"> 1. Has the Secretary/Agency Head provided a conflict of interest declaration? 2. Has this declaration been updated since they took their position? 		14/06/2024
SQ24-000610	Australian Research Council	Jane Hume	ARC Agency Head leave and acting arrangements	Please provide a list of dates the Secretary/Agency head took leave since 1 January 2024, and which officer of the Department/Agency acted for the Secretary during this time.		14/06/2024
SQ24-000611	Australian Research Council	Jane Hume	ARC Staff positions	<ol style="list-style-type: none"> 1. As at 1 June 2024, how many positions are currently vacant within the department/agency? <ol style="list-style-type: none"> a. Please provide a list of the positions by APS level. 2. How many positions within the Department/Agency have been filled without advertising externally to the public since 1 January 2024? 3. As at 1 June 2024, how many positions within the Department/Agency have staff in acting positions where the acting arrangement has been longer than 90 days? Please provide a list of these positions by APS level. 4. As at 1 June 2024, how many positions within the Department/Agency have been vacant for longer than 90 days? Please provide a list of these positions by APS level. 5. As at 1 June 2024, what is the current turnover rate for staff within the Department/Agency? 6. Since 1 July 2022, how many SES members of the department/agency have left the department/agency? 		14/06/2024

				7. Since 1 July 2022, how many APS members of the department/agency have left the department/agency?		
SQ24-000612	Australian Research Council	Jane Hume	ARC Property - Location, maintenance & costs	<p>1. As at 1 June 2024, please provide a list of the office space leased by the Department/Agency, with addresses and the accommodation capacity.</p> <p>2. Please provide an annual expenditure breakdown of the general expenses the Department/agency has for general property maintenance costs from 2018 until 2023. Please include gardening, utility bills, cleaning, building renovations, updates and repairs in the breakdown.</p> <p>3. Please provide a list of the contracts the Department/Agency has for gardening, cleaning and building maintenance.</p>		14/06/2024
SQ24-000613	Australian Research Council	Jane Hume	ARC Longest continuing serving member of the Agency	As at 1 June 2024, what is the number of years of service of the longest continuing serving member of the Department/Agency?		14/06/2024

SQ24-000614	Australian Research Council	Jane Hume	ARC Public Holidays	<p>1. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on Australia Day Public Holiday?</p> <p>2. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on Anzac Day Public Holiday?</p> <p>3. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on The King's Birthday Public Holiday?</p>		14/06/2024
SQ24-000615	Australian Research Council	Jane Hume	ARC Staff Training	<p>1. Since 1 July 2023, how much has the Department/Agency spent on the provision of professional development training for staff from external providers?</p> <p>2. Since 1 January 2024, how many staff within the Department/Agency have participated in courses, programmes or activities operated by the APS Academy?</p>		14/06/2024
SQ24-000616	Australian Research Council	Jane Hume	ARC Funding for operational expenditure	Since 1 January 2024, how many times in the current financial year has the Department/Agency made a request for additional funding for operational expenditure?		14/06/2024
SQ24-000617	Australian Research Council	Jane Hume	ARC Election commitments	<p>1. Since 1 January 2024, has the Department/Agency provided advice to the Minister in relation to the delivery of election commitments?</p> <p>2. Is the Department/Agency tracking the implementation of relevant election commitments made by the Government at the 2022 election?</p>		14/06/2024
SQ24-000618	Australian Research Council	Jane Hume	ARC External guest speakers	Since 1 January 2024, has the Department/Agency engaged any external speakers to address staff? Please provide a list and the amount paid to the speaker.		14/06/2024
SQ24-000619	Australian Research Council	Jane Hume	ARC External retreats for staff	Since 1 January 2024, has the Department/Agency held any organised external retreats for staff? Please provide a list including the number of staff who attended, the location of the retreat and the cost incurred by the Department/Agency.		14/06/2024
SQ24-000620	Australian Research Council	Jane Hume	ARC International Travel	Since 1 January 2024, how many official international visits have been taken by staff?		14/06/2024

SQ24-000621	Australian Research Council	Jane Hume	ARC Security clearances	<p>1. Since 1 January 2024, how many staff of the Department/Agency have undertaken security clearance processes, or renewed security clearances?</p> <p>2. Since 1 January 2024, how many staff of the Department/Agency who have undertaken security clearance processes, or renewed security clearances, who are yet to receive their clearance?</p> <p>a. Of these staff, how many have been waiting for clearances for over 6 months?</p> <p>b. Of these staff, how many have been waiting for clearances for over 12 months?</p>		14/06/2024
SQ24-000622	Australian Research Council	Jane Hume	ARC Staff in communications/media	<p>1. As at 1 June 2024, how many staff work in the communications / media team of the Department/agency?</p> <p>2. Please provide a breakdown of positions by APS level.</p>		14/06/2024
SQ24-000623	Australian Research Council	Jane Hume	ARC Approaches to SEQoNs asked of all (or multiple) agencies document	<p>1. On what date did the department/agency receive any guidance from the Prime Minister's Office or the Department of the Prime Minister and Cabinet in relation to the document "Approaches to SEQoNs asked of all (or multiple) agencies", a version of which was tabled in the Senate on Tuesday 14 May 2024?</p> <p>2. Who made the contact with the department/agency?</p> <p>3. How was the communication made?</p> <p>4. Did the department/agency provide a copy to the department/agency's Ministerial office?</p> <p>5. Did the department/agency receive a copy from the department/agency's Ministerial office?</p> <p>6. Did the department/agency use the document in order to respond to questions asked at Senate Estimates?</p> <p>7. Did the department/agency seek advice from the Australian Public Service Commission in relation to the use of the document "Approaches to SEQoNs asked of all (or multiple) agencies", a version of which was tabled in the Senate on Tuesday 14 May 2024?</p>		17/06/2024

SQ24-000624	Australian Research Council	Jane Hume	ARC Desk Allocation	As at 1 June 2024, how many work stations/desks/terminals does the department/agency provide for staff?		17/06/2024
SQ24-000625	Australian Research Council	Jane Hume	ARC Variations to Determinations	<p>1. Since 1 July 2023, has the department/agency sought any variation to a determination issued by the Remuneration Tribunal? If so, on what date(s) were variations sought?</p> <p>2. Since 1 July 2023, has any portfolio Minister sought any variation to a determination issued by the Remuneration Tribunal? If so, on what date(s) were variations sought?</p> <p>3. Since 1 July 2023, has the Remuneration Tribunal altered any determination in respect of an officer or employee of the department/agency? If so, on what date(s)?</p>		17/06/2024
SQ24-000626	Australian Research Council	Jane Hume	ARC Scheme for Compensation for Detriment caused by Defective Administration	Since 1 January 2023, has the department/agency been the subject of any claim under the Scheme for Compensation for Detriment caused by Defective Administration? If so, how many claims has the department/agency been the subject of?		17/06/2024
SQ24-000627	Australian Research Council	Jane Hume	ARC Appeals	<p>1. Under the Legal Services Directions, how does the department/agency consider reasonable prospects of success for an appeal?</p> <p>2. Would the department/agency use a third party lawyer, that is separate to the first case, to do a sense check prior to launching an appeal?</p>		17/06/2024

SQ24-000628	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Ministerial briefs	<p>1. Since 1 January 2024, has the Department/Agency been provided with advice or a direction on a minimum turnaround time for consideration of briefs by the Minister? a. If so, when was this advice provided to the Department? b. Please provide the minimum turnaround requirement.</p> <p>2. If there has been a change in a previously set minimum turnaround requirement, please provide: a. the previous turnaround requirement; and b. the date the change was requested.</p> <p>3. How many briefs has the Department/agency provided to each Minister in its portfolio? a. Please provide a list with the number of briefs for each Minister, and the date of the first provided brief.</p> <p>4. How many briefs have been returned to the Department for redraft? a. Please provide a list with the number of briefs for each Minister, and the dates of the return of briefs to the Department.</p> <p>5. Since 1 January 2024, how many briefs has the Department/Agency provided to the Minister on potential overseas Ministerial visits?</p>		14/06/2024
SQ24-000629	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Hospitality in the Ministers' offices	<p>1. Since 1 January 2024, has the Department provided any hospitality in Ministers' offices? Please specify the date, itemised cost, purpose, and attendees for the hospitality.</p> <p>2. Since 1 January 2024, have there been any amendments to the Department's policy on providing hospitality in the Ministers offices? If so, please provide a copy of the policy and a reference for the amendment.</p>		14/06/2024

SQ24-000630	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Staffing in the Ministers' offices	<p>1. How many Departmental Liaison Officers have been allocated to each Minister in the portfolio?</p> <p>a. Please provide a list that outlines the level of the member of the department, the Minister they have been allocated to, and the time they have been allocated to the Minister.</p> <p>b. Please denote any change in this allocation since February 2024.</p> <p>2. How many staff have been provided to Ministers offices not in a capacity as a Departmental Liaison Officer?</p> <p>a. Please provide a list that outlines the level of the member of the department, the Minister they have been allocated to, and the time they have been allocated to the Minister.</p> <p>b. Please denote any change in this allocation since February 2024.</p>	14/06/2024
SQ24-000631	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Meetings with Ministers	<p>1. How many meetings has the Secretary/agency head had with the Ministers in their portfolio since 1 January 2024? Please provide a list with the number of meetings by Minister, and the date of the first meeting with each Minister.</p> <p>2. How many meetings has the Secretary/agency head had with any Ministers not in their portfolio since 1 January 2024? Please provide a list with the number of meetings by Minister, and the date of the first meeting with each Minister.</p>	14/06/2024
SQ24-000632	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA New Policy Proposals provided to each Minister	How many New Policy Proposals has the Department/agency provided to each Minister in its portfolio since 1 January 2024? Please provide a list with the number of New Policy Proposals by Minister, and the date of the first provided New Policy Proposal.	14/06/2024
SQ24-000633	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Paper	<p>1. Please provide the amount of paper the Department/agency sources from Australian producers and from overseas producers.</p> <p>2. Please provide the amount in dollar value on a financial year basis for the last five financial years.</p>	14/06/2024

SQ24-000634	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Committee and taskforce memberships	<p>1. Please provide a list of all the Commonwealth inter-departmental committees of which the Department/agency has membership. Please specify where there are changes to the list since February 2024.</p> <p>2. Please provide a list of all the Commonwealth taskforces of which the Department/agency has membership. Please specify where there are changes to the list since February 2024.</p> <p>3. Please provide a list of the interdepartmental committees that the department/agency participates in or provides representation to. Please provide:</p> <ul style="list-style-type: none"> a. the name of the interdepartmental committee; b. a list of the membership; c. the date it was established; and d. its purpose. 		14/06/2024
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<p>SQ24-000635</p>	<p>Tertiary Education Quality and Standards Agency</p>	<p>Jane Hume</p>	<p>TEQSA 2022-23 October Budget savings</p>	<p>In relation to the measure in the 2022-23 October Budget, Savings from External Labour, and Savings from Advertising, Travel and Legal Expenses and the subsequent 2024-25 Budget measure, Savings from External Labour – extension.</p> <ol style="list-style-type: none"> 1. What was the value of savings that the Department/agency was requested to deliver for the 2022-23, 2023-24 and 2024-25 years, in aggregate and broken down across those years? 2. Has the Department/agency identified the savings they will make across the following areas to achieve this cut: <ol style="list-style-type: none"> a. External labour hire b. Consultancy c. Advertising campaigns d. Travel e. Legal expenses 3. Can the Department/agency provide a breakdown of the funding reductions they have made in totality, and in each of the above areas, and what they relate to? 4. Has the Department/agency been informed of the cut that will be made to their funding in the next financial year, or the rest of the forward estimates? 5. Can the Department/agency confirm the total new number of contracts (ongoing and terminating) and total cost of these contracts issued on AusTender since 30 June 2022 which relate to the following areas: <ol style="list-style-type: none"> a. External labour hire b. Consultancy c. Advertising campaigns d. Travel e. Legal expenses 6. Please provide a breakdown of the value of contracts across each area, and identify the categories on AusTender which are used to determine the Departments identification of the contracts. <ol style="list-style-type: none"> a. Is the Department/agency on track to meet the saving target? 	<p>14/06/2024</p>
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				b. Has the Department/agency sought an exemption or alternation from/to the savings target? If so, why and was it approved?		
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SQ24-000636	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Agency functions/official receptions expenditure	<p>1. In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio in financial year 2023/24 to date, please provide the following:</p> <ul style="list-style-type: none"> a. List of functions; b. List of attendees; c. Function venue; d. Itemised list of costs (GST inclusive); e. Details of any food served; f. Details of any wines or champagnes served including brand and vintage; and g. Details of any entertainment provided. <p>2. In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio in financial year 2023/24 to date, please provide the following:</p> <ul style="list-style-type: none"> a. List of functions; b. List of attendees; c. Function venue; d. Itemised list of costs (GST inclusive); e. Details of any food served; f. Details of any wines or champagnes served including brand and vintage; and g. Details of any entertainment provided. 		14/06/2024
SQ24-000637	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Facility upgrades	<p>1. Were the furniture, fixtures or fittings of the Secretary's/agency head's office, or the offices of any Deputy Secretaries/executive leadership team members, upgraded in financial year 2023/24 to date? Please provide an itemised list of costs (GST inclusive). Please provide photographs of the works conducted.</p> <p>2. Were the facilities of any of the Departments/agency premises upgraded in financial year 2023/24 to date, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment?</p> <ul style="list-style-type: none"> a. Please provide a detailed description of the relevant facilities upgraded together with an itemised list of costs (GST inclusive). b. Please provide photographs of the upgraded facilities. 		14/06/2024

SQ24-000638	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Travel costs	<p>1. Please provide an itemised list of the Secretary's/agency head's travel for financial year 2023/24 to date, including costs of flights and accommodation.</p> <p>2. Please provide an itemised list of each Deputy Secretary's/agency head's travel for financial year 2023/24 to date, including costs of flights and accommodation.</p> <p>3. What was the total cost of staff travel for departmental/agency employees in financial year 2023/24 to date?</p>		14/06/2024
SQ24-000639	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Media monitoring, advertising, information campaigns and promotional merchandise expenditure	<p>1. What was the Department's/agency's total expenditure on media monitoring services in financial year 2023/24 to date?</p> <p>2. What was the Department's/agency's total expenditure on advertising and information campaigns in financial year 2023/24 to date? Please provide an itemised list of the campaigns, their purpose, and their expected costs.</p> <p>3. What was the Department's/agency's total expenditure on promotional merchandise in financial year 2023/24 to date?</p> <p>a. Please provide an itemised list of the merchandise purchased with costs.</p> <p>b. Please provide examples and photographs of the merchandise purchased.</p>		14/06/2024

SQ24-000640	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Credit Cards	<p>In relation to departmental use of credit cards:</p> <ol style="list-style-type: none"> 1. How many credit cards are currently on issue for department or agency staff? 2. What was the value of the largest reported purchase on a credit card in financial year 2023/24 to date and what was it for? 3. How much interest was paid on amounts outstanding from credit cards in financial year 2023/24 to date? 4. How much was paid in late fees on amounts outstanding from credit cards in financial year 2023/24 to date? 5. What was the largest amount outstanding on a single card at the end of a payment period in financial year 2023/24 to date? 6. How many credit cards were reported as lost or stolen in financial year 2023/24 to date and what was the cost of their replacement? 7. How many credit card purchases were deemed to be illegitimate or contrary to department or agency policy in financial year 2023/24 to date? <ol style="list-style-type: none"> a. What was the total value of those purchases? b. How many purchases were asked to be repaid on that basis in financial year 2023/24 to date and what was the total value thereof? c. Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? 8. What was the largest purchase that was deemed illegitimate or contrary to department or agency policy and asked to be repaid in financial year 2023/24 to date? <ol style="list-style-type: none"> a. What that amount actually repaid, in full? If no, what amount was left unpaid? 9. Are any credit cards currently on issue connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? <ol style="list-style-type: none"> a. Please provide a copy of the department or agency's staff credit card policy. 	14/06/2024
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				b. Please denote any changes to this policy that have been made since February 2024.		
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SQ24-000641	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Comcare and Fair Work Commission matters	<p>In relation to department/agency:</p> <ol style="list-style-type: none"> 1. In the current financial year to date, how many matters have been referred to Comcare? <ol style="list-style-type: none"> a. Of those claims referred to Comcare, redacting confidential information, advise in which division the claimant works or worked and the circumstances surrounding the claim. 2. What has the Department/agency learned from past Comcare claims? 3. Of those employees who submitted a Comcare claim, how many returned to work after a period of absence? 4. In the current financial year to date, how many matters have been referred to the Fair Work Commission? Of those matters referred to either, please provide a comprehensive account of the circumstances, redacting confidential information, including in which division the employee is or was employed, the nature of the complaint and the nature of the determination of the Fair Work Commission, Fair Work Ombudsman and/or conciliator. 5. Since 1 January 2024, has the department/agency appeared in any proceeding before the Fair Work Commission? If so, on what date(s)? 		14/06/2024
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SQ24-000642	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Number of reviews	<p>1. Please provide a list of the number of reviews that the department/agency is currently conducting. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent to date; and g. the date the review is due to be completed. <p>2. Please provide a list of the number of reviews that the department/agency has completed since 1 July 2022. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent; g. the date the review was due to be completed; h. the date the review was completed; i. the date the review was provided to the Department; j. the date the review was provided to the Minister; and k. the date the review was provided to the Minister's office. <p>3. Please provide a list of the number of internal reviews that the department/agency has completed since 1 July 2023. Please provide:</p> <ul style="list-style-type: none"> a. the name of the review; b. the purpose of the review; c. the name or names of the reviewer(s); d. the remuneration for each of the reviewer(s); e. the budgeted cost of the review; f. the amount spent; g. the date the review was due to be completed; h. the date the review was completed; i. if the Minister or their office was made aware of the review. 	14/06/2024
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SQ24-000643	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Entities (including advisory boards and agencies)	<p>1. How many new entities (including advisory boards and agencies) have been created within the portfolio since 1 July 2022? Please list each entity, its purpose, and the date it was created.</p> <p>2. How many new entities (including advisory boards and agencies) have been wound up, amalgamated, ceased, disbanded, or reconstituted as new bodies since 1 July 2022? Please list each entity, its purpose, and the date it was wound up, amalgamated, ceased, or disbanded.</p>		14/06/2024
SQ24-000644	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Data by electorate for portfolio minister's office	<p>Since 1 July 2023, has the department / agency ever received a request from a portfolio minister's office seeking data or information separated out by electorate?</p> <p>a. Please provide a list of all requests, including any timeframe provided for a response, whether a response was provided, and the context of the request if provided.</p> <p>b. Please provide a copy of all responses to the request.</p>		14/06/2024
SQ24-000645	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA ASL Allocation	<p>Please provide the number of current ASL allocated to the department/agency as at 1 June 2024. Please provide:</p> <p>a. Total number of ASL;</p> <p>b. Total number of FTE by APS classification;</p> <p>c. the number of ASL allocated to each outcome for which the department/agency is responsible; and</p> <p>d. the number of FTE, by classification, allocated to each outcome for which the department/agency is responsible; and</p> <p>e. The number of FTE positions that are not currently filled, broken down by classification.</p>		14/06/2024
SQ24-000646	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Market research provided to the Ministers' offices	<p>Has the department/agency provided any Minister's office with market research conducted in relation to a Commonwealth Information and Advertising Campaign? Please provide a list of the Ministers and the date on which they were provided the research.</p>		14/06/2024

SQ24-000647	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Freedom of Information applications	<p>1. How many freedom of information applications has the department/agency received since 1 July 2023? Please provide a breakdown of the number including:</p> <ul style="list-style-type: none"> a. the number of applications withdrawn; b. the number of applications refused under section 34 of the Freedom of Information Act 1982; c. the number of applications refused under section 24 of the Freedom of Information Act 1982; d. the number of applications refused under section 24A of the Freedom of Information Act 1982; e. the number of applications subject to internal review; f. the number of applications subject to review by the OAIC; g. the number of applications subject to review by the AAT; h. the number of applications subject to review by the Federal Court; and i. the number of applications where the original decision has been overturned. <p>2. How many freedom of information applications have been received by the Minister's office since 1 January 2024? Please provide a breakdown including:</p> <ul style="list-style-type: none"> a. the number of applications by Minister, b. the number of applications that are yet to be decided; c. the number of applications refused; and d. the number of applications overdue, including the number of days overdue. <p>3. Since 1 January 2024, how many staff in the Department/Agency are allocated to the processing of Freedom of Information applications?</p>		14/06/2024
SQ24-000648	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Portfolio estimates variations and movement of funds	<p>1. For the portfolio, please provide a list of the ten largest estimate variations in the most recent financial year.</p> <p>2. For the portfolio, please provide a list of the ten largest movements of funds in the most recent financial year, including a profile of the forward estimates for the impact of the movement.</p>		14/06/2024

SQ24-000649	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Flexible work arrangements	<p>1. How many staff have a flexible work arrangement in place that enables them to work from home? Please provide a breakdown including:</p> <ul style="list-style-type: none"> a. The proportion of staff who work from home one day a week? b. The proportion of staff who work from home two days a week? c. The proportion of staff who work from home three days a week? d. The proportion of staff who work from home four days a week? e. The proportion of staff who work from home five days a week? <p>2. What is the annual cost of renting out office space for employees?</p> <p>3. Please provide a copy of the department/agency's work from home policy.</p> <p>4. Please provide a list by APS level of the number of staff with working from home arrangements of three or more days per week.</p> <p>5. Please provide as a number and as a percentage the amount of staff who have working from home arrangements within the ACT.</p> <p>6. As at 1 June 2024, how many staff of the department/agency had approved work from home arrangements in cities where the department/agency does not hold any office space?</p>		14/06/2024
SQ24-000650	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Artificial Intelligence	<p>1. Does the department/agency allow for the use of ChatGPT on the internal network? If so, what risk management and governance mechanisms are in place to protect government data?</p> <p>2. Please provide the department/agency policy on use of artificial intelligence.</p>		14/06/2024

SQ24-000651	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Senate Estimates and QoNs	<p>1. Has the Department/agency engaged any external companies or individuals to provide training or advice to officials on the preparation for Senate Estimates?</p> <p>2. Has the Department/agency been provided with direction or instruction from the Minister's office on how to answer questions at Senate Estimates?</p> <p>3. Does the Department/Agency adjust the quality of their responses to Questions on Notice based on the number of Questions on Notice received?</p> <p>4. Please provide a copy of the index of Senate Estimates briefs that were prepared for the Department/Agency for the Senate Estimates hearings held 28 May to 7 June 2024.</p> <p>5. Please provide a list of the questions on notice from the previous Senate Estimates hearings outlining the following:</p> <ul style="list-style-type: none"> a. the number of the Question on Notice; b. the Senator who asked the Question on Notice; c. the date the draft response to the Question on Notice was provided to the Minister's office; d. the date the Minister's office provided approval for the Question on Notice to be tabled; e. the date the Question on Notice was provided to the Committee; and f. whether the draft response was different to the tabled response. <p>6. As at 1 June 2024, how many staff in the department/agency are responsible for the management of the responses to Senate Estimates Questions on Notice? Please provide a breakdown of the number by APS level.</p> <p>7. On what date did the department/agency provide briefing material to the relevant Ministerial office to prepare for Senate Estimates held between 28 May 2024 and 7 June 2024?</p> <p>8. Did the department/agency meet with any Minister or staff of any Minister in order to prepare for Senate Estimates held between 28 May 2024 and 7 June 2024?</p>	14/06/2024
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				9. Is the department/agency aware that questions asked at Senate Estimates and questions asked in writing following the Senate Estimates hearing are to be treated in the same manner?		
SQ24-000652	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Communications campaigns	<p>1. Has the Department/agency conducted any market research or research relating to a communications campaign?</p> <p>a. Has that research been provided to a Minister's office?</p> <p>b. Did the Minister's office provide any input on the development of the research?</p> <p>2. Since 1 January 2024, has the Department/Agency engaged any social media</p>		14/06/2024

				influencers to assist in any promotional or communications campaigns? Please provide a list of the individuals engaged.		
SQ24-000653	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Conflict of interest declaration	<ol style="list-style-type: none"> 1. Has the Secretary/Agency Head provided a conflict of interest declaration? 2. Has this declaration been updated since they took their position? 		14/06/2024
SQ24-000654	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Agency Head leave and acting arrangements	Please provide a list of dates the Secretary/Agency head took leave since 1 January 2024, and which officer of the Department/Agency acted for the Secretary during this time.		14/06/2024
SQ24-000655	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Staff positions	<ol style="list-style-type: none"> 1. As at 1 June 2024, how many positions are currently vacant within the department/agency? <ol style="list-style-type: none"> a. Please provide a list of the positions by APS level. 2. How many positions within the Department/Agency have been filled without advertising externally to the public since 1 January 2024? 3. As at 1 June 2024, how many positions within the Department/Agency have staff in acting positions where the acting arrangement has been longer than 90 days? Please provide a list of these positions by APS level. 4. As at 1 June 2024, how many positions within the Department/Agency have been vacant for longer than 90 days? Please provide a list of these positions by APS level. 5. As at 1 June 2024, what is the current turnover rate for staff within the Department/Agency? 6. Since 1 July 2022, how many SES members of the department/agency have left the department/agency? 		14/06/2024

				7. Since 1 July 2022, how many APS members of the department/agency have left the department/agency?		
SQ24-000656	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Property - Location, maintenance & costs	<p>1. As at 1 June 2024, please provide a list of the office space leased by the Department/Agency, with addresses and the accommodation capacity.</p> <p>2. Please provide an annual expenditure breakdown of the general expenses the Department/agency has for general property maintenance costs from 2018 until 2023. Please include gardening, utility bills, cleaning, building renovations, updates and repairs in the breakdown.</p> <p>3. Please provide a list of the contracts the Department/Agency has for gardening, cleaning and building maintenance.</p>		14/06/2024
SQ24-000657	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Longest continuing serving member of the Agency	As at 1 June 2024, what is the number of years of service of the longest continuing serving member of the Department/Agency?		14/06/2024

SQ24-000658	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Public Holidays	<p>1. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on Australia Day Public Holiday?</p> <p>2. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on Anzac Day Public Holiday?</p> <p>3. As at 1 June 2024, how many staff within the Department/Agency have put in place agreements to work on The King's Birthday Public Holiday?</p>		14/06/2024
SQ24-000659	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Staff Training	<p>1. Since 1 July 2023, how much has the Department/Agency spent on the provision of professional development training for staff from external providers?</p> <p>2. Since 1 January 2024, how many staff within the Department/Agency have participated in courses, programmes or activities operated by the APS Academy?</p>		14/06/2024
SQ24-000660	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Funding for operational expenditure	Since 1 January 2024, how many times in the current financial year has the Department/Agency made a request for additional funding for operational expenditure?		14/06/2024
SQ24-000661	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Election commitments	<p>1. Since 1 January 2024, has the Department/Agency provided advice to the Minister in relation to the delivery of election commitments?</p> <p>2. Is the Department/Agency tracking the implementation of relevant election commitments made by the Government at the 2022 election?</p>		14/06/2024
SQ24-000662	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA External guest speakers	Since 1 January 2024, has the Department/Agency engaged any external speakers to address staff? Please provide a list and the amount paid to the speaker.		14/06/2024
SQ24-000663	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA External retreats for staff	Since 1 January 2024, has the Department/Agency held any organised external retreats for staff? Please provide a list including the number of staff who attended, the location of the retreat and the cost incurred by the Department/Agency.		14/06/2024

SQ24-000664	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA International Travel	Since 1 January 2024, how many official international visits have been taken by staff?		14/06/2024
SQ24-000665	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Security clearances	<p>1. Since 1 January 2024, how many staff of the Department/Agency have undertaken security clearance processes, or renewed security clearances?</p> <p>2. Since 1 January 2024, how many staff of the Department/Agency who have undertaken security clearance processes, or renewed security clearances, who are yet to receive their clearance?</p> <p>a. Of these staff, how many have been waiting for clearances for over 6 months?</p> <p>b. Of these staff, how many have been waiting for clearances for over 12 months?</p>		14/06/2024
SQ24-000666	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Staff in communications/media	<p>1. As at 1 June 2024, how many staff work in the communications / media team of the Department/agency?</p> <p>2. Please provide a breakdown of positions by APS level.</p>		14/06/2024

SQ24-000667	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Approaches to SEQoNs asked of all (or multiple) agencies document	<p>1. On what date did the department/agency receive any guidance from the Prime Minister’s Office or the Department of the Prime Minister and Cabinet in relation to the document “Approaches to SEQoNs asked of all (or multiple) agencies”, a version of which was tabled in the Senate on Tuesday 14 May 2024?</p> <p>2. Who made the contact with the department/agency?</p> <p>3. How was the communication made?</p> <p>4. Did the department/agency provide a copy to the department/agency’s Ministerial office?</p> <p>5. Did the department/agency receive a copy from the department/agency’s Ministerial office?</p> <p>6. Did the department/agency use the document in order to respond to questions asked at Senate Estimates?</p> <p>7. Did the department/agency seek advice from the Australian Public Service Commission in relation to the use of the document “Approaches to SEQoNs asked of all (or multiple) agencies”, a version of which was tabled in the Senate on Tuesday 14 May 2024?</p>	17/06/2024
SQ24-000668	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Desk Allocation	As at 1 June 2024, how many work stations/desks/terminals does the department/agency provide for staff?	17/06/2024
SQ24-000669	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Variations to Determinations	<p>1. Since 1 July 2023, has the department/agency sought any variation to a determination issued by the Remuneration Tribunal? If so, on what date(s) were variations sought?</p> <p>2. Since 1 July 2023, has any portfolio Minister sought any variation to a determination issues by the Remuneration Tribunal? If so, on what date(s) were variations sought?</p> <p>3. Since 1 July 2023, has the Remuneration Tribunal altered any determination</p>	17/06/2024

				in respect of an officer or employee of the department/agency? If so, on what date(s)?		
SQ24-000670	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Scheme for Compensation for Detriment caused by Defective Administration	Since 1 January 2023, has the department/agency been the subject of any claim under the Scheme for Compensation for Detriment caused by Defective Administration? If so, how many claims has the department/agency been the subject of?		17/06/2024
SQ24-000671	Tertiary Education Quality and Standards Agency	Jane Hume	TEQSA Appeals	<p>1. Under the Legal Services Directions, how does the department/agency consider reasonable prospects of success for an appeal?</p> <p>2. Would the department/agency use a third party lawyer, that is separate to the first case, to do a sense check prior to launching an appeal?</p>		17/06/2024

SQ24-000672	Department of Education	James McGrath	Guidance on the proper and adequate utilisation of AI	<p>1. The Department of Prime Minister and Cabinet has stated that the Digital Transformation Agency and the Department of Industry Science and Resources have released interim guidance to ‘all government agencies’ on the proper and adequate utilisation of Artificial intelligence. Has the Department of Education employed this guidance?</p> <p>2. What internal steps have been taken to employ this guidance?</p> <p>3. Has the Department of Education passed on this advice from the DTA to Australian school students, teachers or their third-party contractors?</p> <p>4. Does the Department of Education require that third party contractors adhere to the DTA’s guidance on the utilisation of AI? If not, is there another policy in place?</p> <p>5. Section 3 of the DTA’s recent guidance relates to privacy protection and security. How does the Department of Education enforce this internally?</p> <p>This section states: <i>“Inputs into public generative AI tools should not include or reveal classified, personal or otherwise sensitive information. All activities need to align with legislation and policies relating to information and data (for example the Privacy Act 1988, and the Protective Security Policy Framework). Government information must only be entered into public generative AI tools if it has already been made public or would be acceptable to be made public. Employees determining that the information in question is suitable for public release must have the appropriate organisational delegation to do so.</i></p> <p><i>Classified or sensitive information must not be entered into these tools under any circumstances. You should not enter information that would allow public generative AI tools to extrapolate classified or sensitive information based on the aggregation of content you have entered over time. Any data entered into public generative AI tools is stored externally to government and we do not know who has access to it. Where available, you should disable any settings or permissions which save chat history.”</i></p>	14/06/2024
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SQ24-000673	Department of Education	James McGrath	Work contracted to third party providers	<p>1. How much work did the Department of Education contract out to third party providers in 2023-24?</p> <p>2. How much work will the Department of Education contract out to third party providers in 2024-25?</p> <p>3. Does the Department of Education contract out any work to third party providers that could be considered “classified or sensitive”?</p> <p>4. Does the Department of Education have internal requirements that “classified or sensitive” work be kept onshore for confidentiality reasons?</p> <p>5. How does the Department of Education ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is kept confidential?</p> <p>6. How does the Department of Education ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is kept onshore?</p> <p>7. How does the Department of Education ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is not unintentionally taken offshore by the contractor’s utilisation of AI?</p>		14/06/2024
SQ24-000674	Department of Education	James McGrath	Responsible use of AI training	Does the Department of Education provide training to school teachers, school students, employees or contractors relating to the responsible use of AI?		14/06/2024
SQ24-000675	Department of Education	James McGrath	Internal AI Policies	Please table all internal AI policies to date.		14/06/2024
SQ24-000676	Department of Education	James McGrath	Managing students using AI to complete assessment pieces	What strategies has the Department of Education employed to manage the increased number of students utilising AI to complete assessment pieces?		14/06/2024

SQ24-000677	Australian Institute for Teaching and School Leadership Limited	James McGrath	AITSL Guidance on the proper and adequate utilisation of AI	<p>1. The Department of Prime Minister and Cabinet has stated that the Digital Transformation Agency and the Department of Industry Science and Resources have released interim guidance to ‘all government agencies’ on the proper and adequate utilisation of Artificial intelligence. Has the Australian Institute for Teaching and School Leadership Limited employed this guidance?</p> <p>2. What internal steps have been taken to employ this guidance?</p> <p>3. Has the Australian Institute for Teaching and School Leadership Limited passed on this advice from the DTA to Australian school students, teachers or their third-party contractors?</p> <p>4. Does the Australian Institute for Teaching and School Leadership Limited require that third party contractors adhere to the DTA’s guidance on the utilisation of AI? If not, is there another policy in place?</p> <p>5. Section 3 of the DTA’s recent guidance relates to privacy protection and security. How does the Australian Institute for Teaching and School Leadership Limited enforce this internally?</p> <p>This section states: <i>“Inputs into public generative AI tools should not include or reveal classified, personal or otherwise sensitive information. All activities need to align with legislation and policies relating to information and data (for example the Privacy Act 1988, and the Protective Security Policy Framework). Government information must only be entered into public generative AI tools if it has already been made public or would be acceptable to be made public. Employees determining that the information in question is suitable for public release must have the appropriate organisational delegation to do so.</i></p> <p><i>Classified or sensitive information must not be entered into these tools under any circumstances. You should not enter information that would allow public generative AI tools to extrapolate classified or sensitive information based on the aggregation of content you have entered over time. Any data entered into public generative AI tools is stored externally to government and we do not know who has access to it. Where available, you should disable any settings or permissions which save chat history.”</i></p>	14/06/2024
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SQ24-000678	Australian Institute for Teaching and School Leadership Limited	James McGrath	AITSL Work contracted to third party providers	<p>1. How much work did the Australian Institute for Teaching and School Leadership Limited contract out to third party providers in 2023-24?</p> <p>2. How much work will the Australian Institute for Teaching and School Leadership Limited contract out to third party providers in 2024-25?</p> <p>3. Does the Australian Institute for Teaching and School Leadership Limited contract out any work to third party providers that could be considered “classified or sensitive”?</p> <p>4. Does the Australian Institute for Teaching and School Leadership Limited have internal requirements that “classified or sensitive” work be kept onshore for confidentiality reasons?</p> <p>5. How does the Australian Institute for Teaching and School Leadership Limited ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is kept confidential?</p> <p>6. How does the Australian Institute for Teaching and School Leadership Limited ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is kept onshore?</p> <p>7. How does the Australian Institute for Teaching and School Leadership Limited ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is not unintentionally taken offshore by the contractor’s utilisation of AI?</p>		14/06/2024
SQ24-000679	Australian Institute for Teaching and School Leadership Limited	James McGrath	AITSL Responsible use of AI training	Does the Australian Institute for Teaching and School Leadership Limited provide training to school teachers, school students, employees or contractors relating to the responsible use of AI?		14/06/2024
SQ24-000680	Australian Institute for Teaching and School Leadership Limited	James McGrath	AITSL Internal AI Policies	Please table all internal AI policies to date.		14/06/2024

SQ24-000681	Australian Institute for Teaching and School Leadership Limited	James McGrath	AITSL Managing students using AI to complete assessment pieces	What strategies has the Australian Institute for Teaching and School Leadership Limited employed to manage the increased number of students utilising AI to complete assessment pieces?		14/06/2024
SQ24-000682	Australian Curriculum, Assessment and Reporting Authority	James McGrath	ACARA Guidance on the proper and adequate utilisation of AI	<p>1. The Department of Prime Minister and Cabinet has stated that the Digital Transformation Agency and the Department of Industry Science and Resources have released interim guidance to ‘all government agencies’ on the proper and adequate utilisation of Artificial intelligence. Has the Australian Curriculum, Assessment and Reporting Authority employed this guidance?</p> <p>2. What internal steps have been taken to employ this guidance?</p> <p>3. Has the Australian Curriculum, Assessment and Reporting Authority passed on this advice from the DTA to Australian school students, teachers or their third-party contractors?</p> <p>4. Does the Australian Curriculum, Assessment and Reporting Authority require that third party contractors adhere to the DTA’s guidance on the utilisation of AI? If not, is there another policy in place?</p> <p>5. Section 3 of the DTA’s recent guidance relates to privacy protection and security. How does the Australian Curriculum, Assessment and Reporting Authority enforce this internally?</p> <p>This section states: <i>“Inputs into public generative AI tools should not include or reveal classified, personal or otherwise sensitive information. All activities need to align with legislation and policies relating to information and data (for example the Privacy Act 1988, and the Protective Security Policy Framework). Government information must only be entered into public generative AI tools if it has already been made public or would be acceptable to be made public. Employees determining that the information in question is suitable for public release must have the appropriate organisational delegation to do so.</i></p> <p><i>Classified or sensitive information must not be entered into these tools under</i></p>		14/06/2024

				<p><i>any circumstances. You should not enter information that would allow public generative AI tools to extrapolate classified or sensitive information based on the aggregation of content you have entered over time. Any data entered into public generative AI tools is stored externally to government and we do not know who has access to it. Where available, you should disable any settings or permissions which save chat history."</i></p>		
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SQ24-000683	Australian Curriculum, Assessment and Reporting Authority	James McGrath	ACARA Work contracted to third party providers	<p>1. How much work did the Australian Curriculum, Assessment and Reporting Authority contract out to third party providers in 2023-24?</p> <p>2. How much work will the Australian Curriculum, Assessment and Reporting Authority contract out to third party providers in 2024-25?</p> <p>3. Does the Australian Curriculum, Assessment and Reporting Authority contract out any work to third party providers that could be considered “classified or sensitive”?</p> <p>4. Does the Australian Curriculum, Assessment and Reporting Authority have internal requirements that “classified or sensitive” work be kept onshore for confidentiality reasons?</p> <p>5. How does the Australian Curriculum, Assessment and Reporting Authority ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is kept confidential?</p> <p>6. How does the Australian Curriculum, Assessment and Reporting Authority ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is kept onshore?</p> <p>7. How does the Australian Curriculum, Assessment and Reporting Authority ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is not unintentionally taken offshore by the contractor’s utilisation of AI?</p>		14/06/2024
SQ24-000684	Australian Curriculum, Assessment and Reporting Authority	James McGrath	ACARA Responsible use of AI training	Does the Australian Curriculum, Assessment and Reporting Authority provide training to school teachers, school students, employees or contractors relating to the responsible use of AI?		14/06/2024
SQ24-000685	Australian Curriculum, Assessment and Reporting Authority	James McGrath	ACARA Internal AI Policies	Please table all internal AI policies to date.		14/06/2024

SQ24-000686	Australian Curriculum, Assessment and Reporting Authority	James McGrath	ACARA Managing students using AI to complete assessment pieces	What strategies has the Australian Institute for Teaching and School Leadership Limited employed to manage the increased number of students utilising AI to complete assessment pieces?		14/06/2024
SQ24-000687	Tertiary Education Quality and Standards Agency	James McGrath	TEQSA Guidance on the proper and adequate utilisation of AI	<p>1. The Department of Prime Minister and Cabinet has stated that the Digital Transformation Agency and the Department of Industry Science and Resources have released interim guidance to ‘all government agencies’ on the proper and adequate utilisation of Artificial intelligence. Has the Tertiary Education Quality and Standards Agency employed this guidance?</p> <p>2. What internal steps have been taken to employ this guidance?</p> <p>3. Has the Tertiary Education Quality and Standards Agency passed on this advice from the DTA to Australian school students, teachers or third-party contractors?</p> <p>4. Does the Tertiary Education Quality and Standards Agency require that third party contractors adhere to the DTA’s guidance on the utilisation of AI? If not, is there another policy in place?</p> <p>5. Section 3 of the DTA’s recent guidance relates to privacy protection and security. How does the Tertiary Education Quality and Standards Agency enforce this internally?</p> <p>This section states: <i>“Inputs into public generative AI tools should not include or reveal classified, personal or otherwise sensitive information. All activities need to align with legislation and policies relating to information and data (for example the Privacy Act 1988, and the Protective Security Policy Framework). Government information must only be entered into public generative AI tools if it has already been made public or would be acceptable to be made public. Employees determining that the information in question is suitable for public release must have the appropriate organisational delegation to do so.</i></p> <p><i>Classified or sensitive information must not be entered into these tools under</i></p>		14/06/2024

				<p><i>any circumstances. You should not enter information that would allow public generative AI tools to extrapolate classified or sensitive information based on the aggregation of content you have entered over time. Any data entered into public generative AI tools is stored externally to government and we do not know who has access to it. Where available, you should disable any settings or permissions which save chat history."</i></p>		
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SQ24-000688	Tertiary Education Quality and Standards Agency	James McGrath	TEQSA Work contracted to third party providers	<p>1. How much work did the Tertiary Education Quality and Standards Agency contract out to third party providers in 2023-24?</p> <p>2. How much work will the Tertiary Education Quality and Standards Agency contract out to third party providers in 2024-25?</p> <p>3. Does the Tertiary Education Quality and Standards Agency contract out any work to third party providers that could be considered “classified or sensitive”?</p> <p>4. Does the Tertiary Education Quality and Standards Agency have internal requirements that “classified or sensitive” work be kept onshore for confidentiality reasons?</p> <p>5. How does the Tertiary Education Quality and Standards Agency ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is kept confidential?</p> <p>6. How does the Tertiary Education Quality and Standards Agency ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is kept onshore?</p> <p>7. How does the Tertiary Education Quality and Standards Agency ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is not unintentionally taken offshore by the contractor’s utilisation of AI?</p>		14/06/2024
SQ24-000689	Tertiary Education Quality and Standards Agency	James McGrath	TEQSA Responsible use of AI training	Does the Tertiary Education Quality and Standards Agency provide training to school teachers, school students, employees or contractors relating to the responsible use of AI?		14/06/2024
SQ24-000690	Tertiary Education Quality and Standards Agency	James McGrath	TEQSA Internal AI Policies	Please table all internal AI policies to date.		14/06/2024

SQ24-000691	Tertiary Education Quality and Standards Agency	James McGrath	TEQSA Managing students using AI to complete assessment pieces	What strategies has the Tertiary Education Quality and Standards Agency employed to manage the increased number of students utilising AI to complete assessment pieces?		14/06/2024
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SQ24-000692	Australian Research Council	James McGrath	ARC Guidance on the proper and adequate utilisation of AI	<p>1. The Department of Prime Minister and Cabinet has stated that the Digital Transformation Agency and the Department of Industry Science and Resources have released interim guidance to ‘all government agencies’ on the proper and adequate utilisation of Artificial intelligence. Has the Australian Research Council employed this guidance?</p> <p>2. What internal steps have been taken to employ this guidance?</p> <p>3. Has the Australian Research Council passed on this advice from the DTA to their third-party contractors?</p> <p>4. Does the Australian Research Council require that third party contractors adhere to the DTA’s guidance on the utilisation of AI? If not, is there another policy in place?</p> <p>5. Section 3 of the DTA’s recent guidance relates to privacy protection and security. How does the Tertiary Education Quality and Standards Agency enforce this internally?</p> <p>This section states: <i>“Inputs into public generative AI tools should not include or reveal classified, personal or otherwise sensitive information. All activities need to align with legislation and policies relating to information and data (for example the Privacy Act 1988, and the Protective Security Policy Framework). Government information must only be entered into public generative AI tools if it has already been made public or would be acceptable to be made public. Employees determining that the information in question is suitable for public release must have the appropriate organisational delegation to do so.</i></p> <p><i>Classified or sensitive information must not be entered into these tools under any circumstances. You should not enter information that would allow public generative AI tools to extrapolate classified or sensitive information based on the aggregation of content you have entered over time. Any data entered into public generative AI tools is stored externally to government and we do not know who has access to it. Where available, you should disable any settings or permissions which save chat history.”</i></p>	14/06/2024
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SQ24-000693	Australian Research Council	James McGrath	ARC Work contracted to third party providers	<p>1. How much work did the Australian Research Council contract out to third party providers in 2023-24?</p> <p>2. How much work will the Australian Research Council contract out to third party providers in 2024-25?</p> <p>3. Does the Australian Research Council contract out any work to third party providers that could be considered “classified or sensitive”?</p> <p>4. Does the Australian Research Council have internal requirements that “classified or sensitive” work be kept onshore for confidentiality reasons?</p> <p>5. How does the Australian Research Council ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is kept confidential?</p> <p>6. How does the Australian Research Council ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is kept onshore?</p> <p>7. How does the Australian Research Council ensure that all “classified and sensitive” information that is provided to third party providers for the purposes of completing work is not unintentionally taken offshore by the contractor’s utilisation of AI?</p>		14/06/2024
SQ24-000694	Australian Research Council	James McGrath	ARC Responsible use of AI training	Does the Australian Research Council provide training to researchers, employees or contractors relating to the responsible use of AI?		14/06/2024
SQ24-000695	Australian Research Council	James McGrath	ARC Internal AI Policies	Please table all internal AI policies to date.		14/06/2024
SQ24-000696	Department of Education	Simon Birmingham	Gaza Humanitarian Conference	1. Please detail what support the department provided for Minister Aly’s attendance at the Gaza Humanitarian Conference in Jordan.		14/06/2024

				<p>2. Please provide the full trip itinerary.</p> <p>3. Please provide the number of staff and their positions that took part in the trip to Jordan.</p>		
SQ24-000697	Department of Education	Kerrynne Liddle	Good to Great Schools Pilot	What was the decision framework used to determine which schools would use the Good to Great Schools pilot program? Please provide detail.		14/06/2024

SQ24-000698	Department of Education	Sarah Henderson	Official functions, receptions and reviews	<p>Senator HENDERSON: I'll just go through the letter. In corporate you've answered all the questions? Mr Cook: Maybe my corporate man can help me. Mr Markovic: Questions 5 and 6 asked for information about official functions and receptions, and reviews. In both cases we've referred back to the previous question-on-notice response. To collect the information on those two items requires a coordination across the department. We don't maintain a central register of those things, and in the time available—</p> <p>Senator HENDERSON: That sounds a very familiar answer: 'We don't maintain a central register.' I wasn't asking if you maintained a central register. We were asking for that information.</p> <p>Mr Markovic: I'm just explaining that in the time available in Senator O'Sullivan's letter we were not able to undertake a coordination process to the level of quality to be able to respond today. Certainly, we have taken that question on notice in the past—</p> <p>Senator HENDERSON: You'll take it on notice; thank you.</p>	6	5/06/2024
SQ24-000699	Department of Education	Sarah Henderson	Distribution of Approaches to SEQoNs asked of all (or multiple) agencies document	<p>Mr Markovic: I've sought to clarify in my response to the question on notice what has happened. I have sought to be as fulsome as possible with this committee in my response about what we knew, what we provided and certainly what advice was given to the portfolio entities that we support. Senator HENDERSON: Was the manual distributed to portfolio agencies? Mr Markovic: Yes, it was. I've already—</p> <p>Senator HENDERSON: When did that occur?</p> <p>Mr Markovic: I would need to take that on notice. I don't have that specific date with me. As I said, I didn't distribute it. It was done by our parliamentary area. I didn't have knowledge of that occurring. But I can get you that date.</p>	8	5/06/2024
SQ24-000700	Department of Education	Sarah Henderson	Answer to previous QoN SQ23-000922	<p>Senator HENDERSON: Just as an aside, in your response to the question on notice about freedom of information you include the sentence, 'These statistics are available from the Office of the Australian Information Commissioner and the Australian Government Transparency Portal.' Did you verify that, Mr Markovic? In our inquiries to the Office of the Australian Information Commissioner we found that wasn't actually the case.</p> <p>Mr Markovic: No, I didn't verify that particular sentence.</p> <p>Senator HENDERSON: Could you please go and review that because we don't believe that part of the answer is correct.</p> <p>Mr Markovic: I did see testimony last week and I understood that the information was available from the information commissioner, but the transparency portal was quite challenging to find, and I think there was a</p>	9	5/06/2024

				<p>request to include a more explicit link about where to find it. But—</p> <p>Senator HENDERSON: So we're going to—</p> <p>Mr Markovic: I'm happy to take the question on notice.</p> <p>Senator HENDERSON: Just one—</p> <p>CHAIR: Mr Markovic is still giving his answer. I want to make sure that people get a chance to give their answers and questions uninterrupted. You can do a follow-up question after Mr Markovic has spoken. After the follow-up question, I will rotate to Senator Grogan.</p> <p>Senator HENDERSON: Thank you, Chair. Just some more—</p> <p>CHAIR: He is still answering.</p> <p>Mr Markovic: To clarify, yes, I will take that on notice.</p>		
SQ24-000701	Department of Education	Matthew O'Sullivan	Payment decrease to states in annual appropriations and other services	<p>Senator O'SULLIVAN: Can I go to the staffing profile in the budget. Your staffing profile will increase from 1,472 in 2023-24 to 1,624 in 2024-25, an increase of 152 staff. Do you have a breakdown of how many individual staff have been assigned by a budget measure?</p> <p>Mr Cook: We do. Mr Markovic or Mr Boyd will be able to take you through that to equate to those additional 243 FTE.</p> <p>Mr Markovic: Senator, just while Mr Boyd is getting ready, you're quite right. The net addition was 152. We of course had some ASL coming off this year as well as some new measures. Mr Boyd will read out the new measures in the 2024-25 budget and the ASL associated with those. My point is that there are net changes every year.</p> <p>Senator O'SULLIVAN: I might ask my next question now because you might be able to put them together. Are they permanent APS staff or contractors?</p> <p>Mr Boyd: The breakup of the increase is 100.9 ASL for the early childhood education and care wage increase negotiation strategy; 75 ASL for the Child Care Subsidy Reform: further measures for strong and sustainable foundations; 23.2 ASL for First Nations Partnership funding education policy and education program extensions; 3.8 ASL for the national Teacher Resource Hub; 1 ASL for First Nations Teacher Strategy; 0.5 of an ASL to support the work of the decision around the Clontarf Foundation; and, under the Australian Universities Accord measure, 17.5 ASL for the national code to prevent gender based violence; 11.2 ASL for tertiary harmonisation; 6.8 ASL for Commonwealth paid practicum for nurses and teachers; three ASL for regulation to increase the availability of affordable accommodation; and about half an ASL in sort of rounding and minor measures.</p> <p>Senator O'SULLIVAN: Any contractors?</p> <p>Mr Boyd: They are staff. That's ASL staff. So public servants. That was devoted</p>	13	5/06/2024

				<p>for staffing.</p> <p>Senator O'SULLIVAN: Okay. That budget measure is only ASL. In relation to annual appropriations and other services, payments to states is also decreasing by nearly \$20 million. Do you have a reason for this?</p> <p>Mr Boyd: Is there a particular figure or document you're looking at there?</p> <p>Senator O'SULLIVAN: This is: 'Annual appropriations, other services, specific payments to states, ACT, NT and local government, outcome 1'. I haven't got the page number, sorry.</p> <p>Mr Markovic: Is that in the PBS, Senator?</p> <p>Senator O'SULLIVAN: Yes, it is. It's on page 38.</p> <p>Mr Boyd: Thank you. That page number doesn't—</p> <p>Senator O'SULLIVAN: I'm sorry. It's on page 20, I'm told. I haven't got it written here, but I've just been told on my screen.</p> <p>Mr Boyd: That's Appropriation Bill (No. 2). That particular appropriation bill relates to state based funding, capital items and those kinds of things. I would have to take the reason on notice. I'm not sure there's a specific driver for it. It probably just reflects the profiling of those particular payments.</p>		
SQ24-000702	Department of Education	Matthew O'Sullivan	Breaches of the PGPA Act from February 2024	<p>Senator O'SULLIVAN: Okay, excellent. Based on two previous QONs, SQ 23001028 and SQ 24000358, there were 21 breaches of the PGPA Act from 1 July 2023 through to 31 January 2024 associated with \$18.84 million in funding. Do you have that there?</p> <p>Mr Boyd: What was the first question on notice number, sorry?</p> <p>Senator O'SULLIVAN: Do you only need the last four digits? It was 1028.</p> <p>Mr Markovic: Was that SQ 23?</p> <p>Senator O'SULLIVAN: Yes, SQ 23.</p> <p>Mr Markovic: It was a previous answer.</p> <p>Mr Boyd: Yes, Senator?</p> <p>Senator O'SULLIVAN: Then 24358?</p> <p>Mr Markovic: We have 358 but we might need our team to get 102.</p> <p>Senator O'SULLIVAN: My question is: there's \$18.84 million in funding there for 21 breaches of the act. Does the department consider this to be significant?</p> <p>Mr Cook: Any breach is significant for us.</p> <p>Senator O'SULLIVAN: Any breach?</p> <p>Mr Cook: It just shouldn't happen.</p> <p>Senator O'SULLIVAN: None at all—good.</p> <p>Mr Cook: It's what we expect our staff to do. Whenever there's a breach—</p> <p>Senator O'SULLIVAN: This isn't a trick question: is \$18.84 million that sizeable?</p> <p>Mr Cook: If you compare that to the billions and billions of dollars we</p>	15	5/06/2024

				<p>administer every year, you could say it's not sizeable. But, having said that, it's significant.</p> <p>Senator O'SULLIVAN: Sure.</p> <p>Mr Cook: I don't want breaches to be made. I don't want my staff not meeting their obligations in relation to reporting timelines and all those sorts of things. We have training for our staff in relation to it. When it does happen, we contact the staff member directly, and we also contact the staff member's supervisor and the SES who is responsible. Mr Boyd—I'll just check that?</p> <p>Mr Boyd: Yes, that's right.</p> <p>Mr Cook: We ask them to look at this and what can be done to ensure it doesn't happen again.</p> <p>Senator O'SULLIVAN: How many additional breaches have occurred from February 20024 to now?</p> <p>Mr Boyd: The figures I do have, Senator, are for the full financial year to date, through to March. I can take the break-up you've asked for on notice. I don't have it from February till now.</p> <p>Senator O'SULLIVAN: Okay. It would only be two months.</p>		
SQ24-000703	Department of Education	Matthew O'Sullivan	<p>Budget Measure - Strengthen administration of programs for schools and higher education</p>	<p>Senator O'SULLIVAN: Excellent. Can I ask about a budget measure. Last budget the department was provided with \$105.9 million over four years in relation to strengthening the capability of the education portfolio to deliver critical functions. It's on page 102, I believe, of BP 2.</p> <p>Mr Boyd: Is that BP 2 from the 2024-25 budget?</p> <p>Mr Cook: It was 2023-24, not 2024-25. Is that right? You said the last budget.</p> <p>Senator O'SULLIVAN: Yes. In the last budget the department was provided with \$105.9 million over four years, including \$57.9 million in capital funding to strengthen administration of programs for schools and higher education. Can you provide us with an update on the progress of this project?</p> <p>Mr Cook: That's a replacement, I think, for our schools and higher education payment system. Mr Markovic can probably provide a bit more detail on that.</p> <p>Mr Markovic: Within that measure there was \$91.7 million over four years provided to transform, as the secretary said, our payment systems for schools and higher education with the goal of creating a stable, secure and streamlined technology platform. In terms of progress dates, that will go over a number of years through to July 2026. The project is organised in a series of tranches and is subject to the gateway review process by the Department of Finance. We've had the first of those already. We have commenced the software build process for that application, and, as referenced in my earlier testimony, the build component will be undertaken by the Department of Employment and</p>	22	5/06/2024

				<p>Workplace Relations on our behalf. We obviously specify the requirements.</p> <p>Senator O'SULLIVAN: How much has been expended to date in both capital and project costs?</p> <p>Mr Markovic: I would need to take that question on notice. I apologise. We would normally have our CIO here today, but she's not well at all. She would be able to answer that.</p> <p>Senator O'SULLIVAN: There's lot going around.</p> <p>Mr Cook: We've got COVID everywhere, I'm afraid.</p> <p>Mr Markovic: I've got the funding profile over the years, which you would see in the budget paper.</p> <p>Senator O'SULLIVAN: Take it on notice. That's fine.</p>		
SQ24-000704	Department of Education	Sarah Henderson	Minister for Education Minister contact with Mount Scopus Memorial College	<p>Senator HENDERSON: I want to start by asking about antisemitism in schools, Secretary and Minister. Secretary, are you aware of the antisemitic graffiti attack on Mount Scopus Memorial College?</p> <p>Mr Cook: I am, yes.</p> <p>Senator HENDERSON: A really grotesque slogan was spray-painted on the front entrance to the school, which caused enormous fear for students and their families. Has anyone from the department or the minister been in contact with the school?</p> <p>Mr Cook: I haven't. I'm not sure about the minister or anyone else in the department. Senator HENDERSON: What about the minister?</p> <p>Senator Chisholm: I'll take on notice what contact the minister had. That attack was abhorrent, and it is something that doesn't belong in the Australian community. I know that the Prime Minister has expressed that view and I certainly know that Minister Clare has as well. My recollection is, and I'm happy to be corrected on this, that the Deputy Prime Minister attended the school with, I think, Josh Burns and Carina Garland. I'm not as good with the geography down there, but I think it might be in Carina's electorate. I know that the member for Macnamara attended school there. It's something we condemned, and it doesn't belong in Australian society.</p> <p>Senator HENDERSON: The Deputy Prime Minister Mr Marles did attend as did Mr Burns. On that same day I also visited the school. I'm wanting to know whether the Minister for Education was in contact with the school in any respect.</p> <p>Senator Chisholm: I said I would take that on notice and come back to you.</p>	23	5/06/2024

SQ24-000705	Department of Education	Sarah Henderson	Minister for Education School Funding in response to Hamas Attacks	<p>Senator HENDERSON: I would be most grateful. I want to go back to the \$5.75 million, in response to the Hamas attacks, across a wide range of schools. Minister, this is more appropriate for you. Given the number of schools that needed additional support, particularly with counselling and the trauma that many students were enduring, have you received any representations that further funding is required?</p> <p>Senator Chisholm: I haven't. I'd have to take on notice to provide advice about whether Minister Clare had. We certainly acknowledge that it is an ongoing issue. I'm sure it's one that the government would consider in the budgetary context as well.</p> <p>Senator HENDERSON: Consider applying further funding?</p> <p>Senator Chisholm: I'm sure that's something that the government would consider.</p> <p>Senator HENDERSON: Are you able to provide any further information about that? Is that something that's on the table? Between nearly 500 schools, that's not an enormous amount of funding support. I understand that it's a good start, but are you able to provide any information about what further support might be forthcoming?</p> <p>Senator Chisholm: No, other than to observe that we understand that these are ongoing issues. The first issue raised around Mount Scopus certainly indicates that. It is something that the government is attuned to. I'm sure that we'd consider, if there is additional support needed, that it would be something the government would consider.</p>	25	5/06/2024
SQ24-000706	Department of Education	Sarah Henderson	Complaints of violent conduct in schools	<p>Senator HENDERSON: Secretary, are you aware of reports on 8 May 2024 in relation to students at Fitzroy Primary School being heard chanting 'from the river to the sea', noting the Prime Minister's concerns about that particular phrase, when he said that that is a violent statement?</p> <p>Mr Cook: I'm not, no. I'm sorry.</p> <p>Senator HENDERSON: The article quotes a department of education spokesperson. Can I clarify: is that a spokesperson from Victoria?</p> <p>Mr Cook: That would be Victoria. Obviously that school is a Victorian school. It would not be us. It would be a Victorian education official.</p> <p>Senator HENDERSON: Have you received any complaints regarding this matter or conduct in any other school?</p> <p>Mr Cook: No. Obviously I would be gravely concerned about any form of hate speech, but we have not received—I am just checking with Ms Brighton. It would be unusual for us to receive direct complaints about schools to our department. It would normally go to a state department. I can assure you I</p>	25	5/06/2024

				<p>have not received anything. Senator HENDERSON: If you could take that on notice. Mr Cook: Sure.</p>		
SQ24-000707	Department of Education	Sarah Henderson	Minister for Education Antisemitism in schools	<p>Senator HENDERSON: How many complaints of antisemitism in schools have been received by the minister? Minister, do you know? Senator Chisholm: No, I don't. I would have to take that on notice.</p>	25	5/06/2024
SQ24-000708	Department of Education	Sarah Henderson	Minister for Education Students marching on the streets during school hours	<p>Senator HENDERSON: Thanks. Minister, I just want to return to the same issue. You referenced the Minister for Education's statement that students should be in school and not marching on the streets, referencing the school strike. I appreciate that he made those comments but what did he do about it? What action did your government take to ensure that students would remain in school? As we know, that didn't happen. Senator Chisholm: I think that he made strong public comment, that it's the case that students should do that. When we look at the arc of history, not all students take the best advice on these matters. But I think the minister was crystal clear and consistent in his view that students belong in the classroom. Senator HENDERSON: Yes, I agree with you, but what action did he take to ensure that it was more than just words? Did he write to education ministers? Did he pick up the phone? What action did the Commonwealth take to ensure that students would not be marching on the streets during school hours? Senator Chisholm: He made very, very strong public comments, consistently, about this issue. I think that's what you would expect of the federal minister. In terms of other action he has taken, I'm happy to take that on notice and provide that for you. Senator HENDERSON: I would appreciate that, including whether there were representations made, or any correspondence between state or territory education ministers. For instance, were there any concerns raised in relation to compliance with teacher codes of conduct?</p>	26	5/06/2024

<p>SQ24-000710</p>	<p>Department of Education</p>	<p>Matthew O'Sullivan</p>	<p>Disability reforms forecast</p>	<p>Senator O'SULLIVAN: I want to ask about disability reforms. How many school students received an adjustment because of a disability, in 2023? Mr Donovan: Just to be clear, you're asking for adjustment as opposed to funding? Senator O'SULLIVAN: The number of students that had an adjustment. And I will ask about the dollar value as well. Ms Brighton: I'll ask Dr Hunter to also come up to the table. Last year one in four students—that's around 99,000 students—received an educational adjustment for a disability. Now, not all those adjustments are funded adjustments; some of those adjustments are about teaching practice around that individual child. But we saw one in four in 2023, and that's from ACARA data. Senator O'SULLIVAN: Is that historically consistent? Ms Brighton: We have seen an increase over the last few years around students with a disability, and that could be for a number of reasons, such as teachers being much clearer now. We've done a lot of professional development about identifying— Senator O'SULLIVAN: Thank you. I will come to that. But I'll just touch on a couple of technical things first. What's the dollar value? Did you give me that? Mr Donovan: The dollar value for the Commonwealth is an estimated \$3.7 billion associated with the students with disability loading in 2024, on a school-year basis. Senator O'SULLIVAN: So, that's the— Mr Donovan: The current calendar year. Senator O'SULLIVAN: What's the estimated number of students in 2024? Is it consistent with that—the same number? Mr Donovan: Ms Brighton just gave the number of students who are receiving educational adjustment and noted that a subset of those receive a funded adjustment—that is, attract the students with disability loading. That number is around 720,000 students, with around 480,000 of those in the government sector and 243,000 in the non-government sector. Senator O'SULLIVAN: Do you have a forecast loading for the remaining years—the forward years? Mr Donovan: I don't have the dollar value of our forecast loading specifically, no. Senator O'SULLIVAN: As in it doesn't exist? Or you don't have it now? Mr Donovan: We could take that on notice.</p>	<p>39</p>	<p>5/06/2024</p>
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SQ24-000711	Department of Education	Matthew O'Sullivan	Nationally Consistent Collection of Data on School Students with Disability	<p>Senator O'SULLIVAN: The contract with Education Services Australia for the collection of data on school students with a disability was scheduled to cease in February 2023. Did it end at that time?</p> <p>Mr Cook: I think that was in relation to professional development on learning, was it? Or was it the actual database itself?</p> <p>Ms Brighton: Senator, I'll have to see if I can get some assistance at the table with that.</p> <p>Senator O'SULLIVAN: I'm interested in the Nationally Consistent Collection of Data on School Students with Disability. So, you'll get some advice?</p> <p>Ms Brighton: I'll get some advice, but I will say that Education Services Australia are continuing to perform their function. We have a series of contractual arrangements with Education Services, and they're continuing to be funded with all the work they've had. So, I'll follow up specifically—</p> <p>Senator O'SULLIVAN: Was a new contract entered into?</p> <p>Ms Brighton: That would usually be our practice. We do an extension of a grant around [inaudible] or a new contract. But I'll have to get the specifics for you.</p> <p>Senator O'SULLIVAN: Great.</p> <p>Mr Cook: We'll take that on notice for you.</p> <p>Senator O'SULLIVAN: Thank you. Perhaps you could come back to me with the value of the contract and also who is collecting the data.</p> <p>Mr Cook: Sure.</p>	40	5/06/2024
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SQ24-000712	Department of Education	Sarah Henderson	Schools Upgrade Fund - Mount Eliza Secondary College and Croydon Primary School	<p>Senator HENDERSON: then how does this accord—sorry; can I just finish my question? If the targeted round was to fund election commitments, how does this additional amount of money fit into the criteria?</p> <p>Senator Chisholm: Obviously, there were cost increases that resulted in needing more money to complete the project. It is my understanding that it is the same as in Croydon.</p> <p>Senator HENDERSON: Secretary, could I ask you how this meets the criteria under the fund?</p> <p>Mr Cook: I am happy to repeat exactly what the minister said. The criteria for these schools were part of election commitments that the government made at the time—or that the opposition made at the time. The increases or the cost pressures on people were identified, I understand, by the school, in relation to those two particular schools, and the government made a decision to increase the funding to those two schools.</p> <p>Senator HENDERSON: When was the decision made by government?</p> <p>Mr Cook: I don't know that. We can take that on notice. It would have been a decision as part of the budgetary process.</p> <p>Senator HENDERSON: How was the decision conveyed to you?</p> <p>Mr Cook: It would have been a decision from the government as part of the budgetary process, like it would normally be when those decisions are made by the budgetary committee of government.</p> <p>Senator HENDERSON: On what date were you advised of the cost pressures at the Mount Eliza Secondary College?</p> <p>Mr Cook: I'm not aware of that, but we can take that on notice and look at any information that has been provided to us.</p> <p>Senator HENDERSON: Secretary, this was a commitment made by the government in the lead-up to the Dunkley by-election. There were no cost pressures. I put it to you that that is the correct state of affairs, and to characterise this as cost pressures is just wrong and improper.</p> <p>Senator Chisholm: That's not an accurate reflection.</p> <p>Mr Cook: I don't know what evidence you've got to provide me with that, Senator, I'm sorry.</p> <p>Senator Chisholm: It's not an accurate reflection of what went on. It's the government delivering on its election promises. Clearly, there were cost pressures around two schools in Victoria, and we provided additional funding for both of them.</p> <p>Senator HENDERSON: Secretary, in terms of these so-called cost pressures, could I ask you to provide any information, either now or on notice, as to what</p>	45-46	5/06/2024
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			<p>cost pressures they were? What was the original cost of this project and the scope of the project?</p> <p>Mr Cook: Sure.</p> <p>Senator HENDERSON: I would suggest to you that this project was never costed, because the real cost of building a new STEM facility is actually between \$20 million and \$30 million in rough terms.</p> <p>Senator GROGAN: Chair, I feel that Senator Henderson is making a lot of reflections while not having seen any of information that the secretary has taken on notice to provide.</p> <p>Senator HENDERSON: Chair, I do have the call—if I could just continue.</p> <p>CHAIR: I am mindful of sailing close to the wind on some of these questions and the assertions. I think the secretary has been responding clearly to what he may have felt and may have been observed as reflections. The senator has then redirected some of the questions. We'll just keep going.</p> <p>Senator HENDERSON: Chair, you are correct. I am reflecting on the government because I do not believe that this was a cost adjustment, because the original project was not costed, was it, Secretary?</p> <p>Mr Cook: I'm happy to read my evidence from the last time this question came up. In terms of processes for elections, what happens in every election I've been involved in, and there are a few of them now, is that governments and oppositions make election commitments—</p> <p>Senator HENDERSON: This is not my question. I was asking—</p> <p>Mr Cook: The process—</p> <p>CHAIR: Can Mr Cook answer? Then we'll go back to Senator Henderson.</p> <p>Mr Cook: I was getting to the point of costings. During campaigns, as you know, the Public Service is in caretaker mode. We're not required to cost any election commitments by governments or oppositions in caretaker mode. What happens in terms of budgetary processes when election commitments are made, usually—and it happened in this case—is that those election commitments then go to the budgetary process of the government, whichever government that might be. Those costings are then reviewed by the budgetary committee of the government, and that's how those costings are reviewed. In relation to these additional costs, if asbestos is involved—can I say as someone who used to run an education system that you discover asbestos often when you're putting in air conditioning or whatever the case— the cost of those projects significantly increases as a result. There are other matters that Mr Donovan said were also raised in relation to additional costs. I'm very happy to take on notice an itemised list of those additional costs and provide</p>	
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			<p>you with what we can.</p> <p>Senator HENDERSON: Thank you, but I was seeking an answer to the questions that I asked, which are: what is the nature of the cost increases, was the original project costed and what is the scope of the original project? This doesn't look like any sort of cost adjustment, because, I put it to you, Secretary—and my information is—that there was no original project costing at all.</p> <p>Mr Cook: For the third time, can I repeat what the additional costs were. Mr Donovan has already read into evidence what those additional costs were once. I referred to that a second time. I think I've mentioned the word 'asbestos' at least four or five times now. In terms of the original costing, I'll go back to what I've already said. Costing election commitments is a matter for a government or an opposition; it's not a matter for the Public Service.</p> <p>Senator HENDERSON: I'm going to ask again, Secretary—and I would ask you not to reflect on me when I'm asking these questions, because I would say that you haven't been specific in your answers. What was the original scope of the project and what is the nature of the cost blowouts? Were they documented? Who ascertained the cost blowouts? When did the department receive information about the cost blowouts?</p> <p>Mr Cook: Senator, we'll take that information on notice. I've nothing further to add. I have been quite explicit around the cost blowouts, and I have nothing further to add.</p> <p>Senator HENDERSON: Can you provide any more information? What was the cost of removing the asbestos?</p> <p>Mr Cook: We'll take that on notice. Mr Donovan indicated that he didn't have the details of that at the table.</p> <p>Senator HENDERSON: Can you describe the nature of the project, now that it's funded to \$7.29 million? What's the scope of that project?</p> <p>Mr Cook: I'll ask Mr Donovan to repeat what he said about the scope of the project, because we have already read this into the evidence.</p> <p>Mr Donovan: The project is a STEM centre of excellence. It involves upgrades to four technology labs and four science labs at the school. As I mentioned before, the construction of those—or the upgrades to those—have involved asbestos removal as part of the project's scope. As for more itemised costings, I think we've taken that on notice, and we can provide that on notice.</p> <p>Senator HENDERSON: Have there been any itemised costings of this project completed—any quantity surveying costings?</p> <p>Mr Donovan: I think we can provide that on notice. Senator HENDERSON: So</p>		
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				<p>there have been costings?</p> <p>Mr Donovan: I don't have the information about that with me, Senator, but we're very happy to provide an answer on notice.</p> <p>Mr Cook: We'll take it on notice and see what there is, Senator.</p>		
SQ24-000713	Department of Education	Sarah Henderson	Minister for Education Grant funding - Mount Eliza Secondary College	<p>Senator HENDERSON: Did the minister make any public announcement about the increase in the grant funding to Mount Eliza Secondary College?</p> <p>Mr Donovan: Not to my knowledge.</p> <p>Senator Chisholm: I'm unsure. I'd have to take it on notice, Senator.</p> <p>Senator HENDERSON: I want to also table a social media post—and my team is also bringing this up—on 24 February by @jodie4dunkley: Labor is delivering the full upgrade of Mount Eliza Secondary College's 1970s science labs ...</p> <p>What was the basis of that particular commitment?</p> <p>Senator Chisholm: As we've said, Senator Henderson, there was an election commitment that we made before the last election, and this was us delivering on that commitment. I'm aware of another school, Croydon Primary School in the electorate of Deakin, which also received additional money due to cost increases.</p> <p>Senator HENDERSON: When was the now member for Dunkley provided with that information?</p> <p>Senator Chisholm: I'd have to take that on notice, Senator Henderson.</p>	46-47	5/06/2024

Sq24-000714	Department of Education	Jacinta Nampijinpa Price	Website for Northern Territory school funding allocation	<p>Senator NAMPIJINPA PRICE: My questions are around the Better, Safer Future for Central Australia plan and the Central Australian Boarding Response Fund. Through Better, Safer Future for Central Australia, \$40.4 million was provided to schools in Central Australia. \$34.7 million was distributed to schools. \$4.99 million was allocated to central supports, and \$400,000 was paid to the Northern Territory government for administration. You have previously advised that funding to schools is divided up based on SRS allocation for schools. After they receive the nominated allocations, schools were to come back with the projects that the money would fund. Can you please provide a list that details the final funding allocated to each school and what projects are being funded?</p> <p>Ms Brighton: Thanks for the question. We have had a previous question on notice associated with this. I'm just seeing whether, under question 8 of the information that we tabled this morning, we've provided some information that has been asked for about the on-country learning which we referred to a question on notice as well as the list of books. It's also on the federal financial relations website.</p> <p>Senator NAMPIJINPA PRICE: All projects exist within that question that was asked this morning.</p> <p>Ms Brighton: What we've provided is the quantum attached to each school. That's available on the federal financial relations website. We've got links into packaged materials we've provided this morning. We've also referred to a question on notice where we've outlined the types of activities in each of the schools. The Northern Territory government has also publicly released—each school, public and independent and Catholic schools, they have all produced a plan about how they were planning to spend this additional money, particularly focused on supporting children and young people to engage with the learning. The Northern Territory government has published all the public school plans on their website, and the independent sector has provided their plans to the Northern Territory as part of the process to effectively acquit the funding. They're not required to itemise how they've spent it. They've got a global amount, and what they were asked to do was to articulate how that was going to be used to improve outcomes.</p> <p>Senator NAMPIJINPA PRICE: Are you able to provide that website where that information can be found, just to be tabled as well?</p> <p>Ms Brighton: Certainly.</p>	50	5/06/2024
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SQ24-000715	Department of Education	Penny Allman-Payne	Teach for Australia - Cost per student	<p>Senator ALLMAN-PAYNE: The total funding supplied by the Commonwealth for that cohort was \$77.5 million. Again, if I've done my maths correctly—I'm just aware there'll be students out there who'll be expecting that I will have done my maths correctly—for every program participant still teaching in schools, the Commonwealth spent \$109,000 per teacher. Is that good value in terms of training teachers?</p> <p>Mr Cook: Again, that would be an opinion, but I will talk about evaluation because we have looked at this issue of cost effectiveness. I know we've done a series of evaluations on Teach for Australia. I might hand over to Ms Birmingham for this one.</p> <p>Ms Birmingham: I couldn't comment on the \$109,000 figure, but it's true that the cost per student has been coming down over time for Teach for Australia. Initially, when they were setting up—I think it was more than ten years ago when they were starting their operations—that was the figure that was being provided per student. But, over time, I think it's come down to somewhere in the order of \$50,000 per student.</p> <p>Senator ALLMAN-PAYNE: On notice, would you be able to let us know what the cost per student currently is?</p> <p>Ms Birmingham: Sure.</p>	54	5/06/2024
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SQ24-000716	Department of Education	Jacinta Nampijinpa Price	Consultation on the Boarding options for First Nations students in Central Australia Review	<p>Senator NAMPIJINPA PRICE: Obviously I live in Alice Springs. I am a local on the ground; I know what the needs are of the schools. I live in the community; I'm a graduate of Centralian College myself. What appears to be clear is that the funding which was meant to directly improve issues with regard to community safety seems to be now being used as a top-up for the Territory government. Obviously when you live in a community you want to see these changes occur for the benefit of these children, and what I see in much of this is that certainly some of our most vulnerable are still missing out in the case of this funding. Who has responsibility in this area as well to ensure these projects are in fact going to deliver the outcomes these kids require within in the community? That moves me on to my next line of questioning around the Central Australian Boarding Response Fund, which I will get to in just a moment. On the review that resulted in the fund in the first instance, Minister Clare and Minister Burney announced a review into boarding options for First Nations students in Central Australia on 17 October 2023. I would like to know who the lead agency was on this review. Was it education, was it NIAA or was it the Territory government?</p> <p>Mr Mudford: It was a joint analysis undertaken by officials from the National Indigenous Australians Agency, the Commonwealth Department of Education and the Northern Territory Department of Education.</p> <p>Senator NAMPIJINPA PRICE: How much funding was provided in undertaking this review?</p> <p>Mr Mudford: There was no specific funding provided for the review. It was undertaken within existing resources.</p> <p>Senator NAMPIJINPA PRICE: So it was completely internal within NIAA?</p> <p>Mr Cook: My understanding is officials of the three agencies were involved as well.</p> <p>Mr Mudford: Yes, and they engaged in consultation with a range of stakeholders, including the three schools that were identified in the minister's original media release on 17 October, being Yirara College, St Philip's College and Yipirinya School. Officials also engaged with the Central Australia Plan Aboriginal Leadership Group and a range of other organisations or stakeholders that have an interest in boarding or in access to education in Central Australia.</p> <p>Senator NAMPIJINPA PRICE: Did that include isolated children in the Northern Territory?</p> <p>Mr Mudford: I would have to double check my notes, but, yes, I believe that the Isolated Children's Parents Association were engaged.</p>	58-59	5/06/2024
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SQ24-000717	Department of Education	Larissa Waters	Rapid Review of Respectful Relationships Education (RRE) and National RRE Framework	<p>Senator WATERS: Good afternoon, everyone. I have some questions about two programs that were funded in the October 2022 MYEFO: the Monash Gender and Family Violence Prevention Centre, doing a rapid review of respectful relationships education, and, alongside that project, Monash's Rapid Review of Respectful Relationships Education and National RRE Framework. I'm interested in the progress of those projects, to start off with.</p> <p>Ms Brighton: We appreciate the question. The budget announcement was \$83 million over six years. That work has progressed at pace. There are a couple of components to that. We stood up the National Respectful Relationships Education Expert Working Group, which has a very long acronym. They have met about seven times. They have done a detailed assessment about what are the parameters, the guidelines and the framework that needs to sit around high-quality evidence based respectful relationships education in schools. As part of that work Monash was commissioned to do a rapid review about materials that were available to look at—not only best practice, but what were the gaps in the existing materials and what were the areas for further improvement. That work was completed in, I think, October, Dr Hunter?</p> <p>Dr Hunter: Yes.</p> <p>Ms Brighton: And then the expert working group have been reviewing that and they have been working on a national framework to guide respectful relationships education since then.</p> <p>Senator WATERS: I have a few follow-up questions. Is the first rapid review publicly available now that it has been completed?</p> <p>Ms Brighton: I'll just see if Dr Hunter knows the answer to that question. We have certainly distributed it to the working group and it has been a key pillar. I'll take that on notice, and if I can resolve that in this session I'll let you know.</p>	61	5/06/2024
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SQ24-000718	Department of Education	Sarah Henderson	Schools Upgrade Fund - targeted round	<p>Senator HENDERSON: Thank you. I want to return to the Schools Upgrade Fund and refer to the QON response SQ24000012 in relation to round 1A. These are the government's election commitment projects. Of the 220 projects on your list, only 145 are complete more than two years after they were announced. How many additional projects have been closed since you provided this response—or completed?</p> <p>Mr Cook: I'll ask Mr Donovan to provide you an update.</p> <p>Mr Donovan: As at the end of last month we have 162 of those projects complete. That's about 74 per cent at this stage. There may be others that are complete and haven't yet completed their paperwork to us, which is the closure reporting that indicates to us that they are complete. So we know that at least 162 are complete, if you like. There might be other projects that are complete but we just haven't received their closure reporting paperwork yet from that school.</p> <p>Senator HENDERSON: Are you able to on notice provide a list of those schools and the projects that have been completed?</p> <p>Mr Donovan: Yes, I think we can provide an updated list—</p> <p>Senator HENDERSON: If you can do that now, that would be even better.</p> <p>Mr Donovan: I think we'd have to take it on notice to provide the full list.</p> <p>Mr Cook: We will take it on notice—the details of each individual school you've asked for—who have now completed since we last provided the information.</p> <p>Senator HENDERSON: I'm just having a look at the list that was attached to the question on notice. I note that Ngunnawal Primary School was missing from the list. This school was to receive \$50,000 for a shade structure as announced by Mr Leigh MP, the member for Fenner, on 12 May 2022. Is this project on your list? Or has it been removed?</p> <p>Ms Brighton: Can I just confirm. I may have misheard you. Did you say Ngunnawal Primary School? Senator HENDERSON: Yes, that's right.</p> <p>Mr Donovan: If it's not on the list of the 220 projects, then it is not a funded project under the Schools Upgrade Fund targeted round—unless there is an administrative error that we're not aware of, but I don't think that has occurred with this list.</p> <p>Senator HENDERSON: I'm looking at a post by Mr Leigh from 12 May. There was a pledge for nine Canberra schools. I'm just wondering if perhaps there's someone who could check on that. Was that ever on the list?</p> <p>Senator Chisholm: What year was that? You said 12 May.</p> <p>Senator HENDERSON: It was 2022. There were also three additional projects not previously included in the lists that you submitted to prior estimates</p>	63-64	5/06/2024
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				<p>hearings. They appear to be new projects. The North West Support School in Burnie has \$32,500, the North West Support School Devonport campus has \$18,000, and Wagaman Primary School has \$30,000. Were they election commitments? I just want to understand how they appeared on the list.</p> <p>Mr Donovan: All of the projects on the list of schools provided in that QON that relate to the targeted round are election commitments. I can't provide the detail on those schools in this estimates hearing. We can take it on notice to provide further information about those schools, but all of the 220 listed here were election commitments and are funded under the targeted round on that basis.</p> <p>Senator HENDERSON: Are you aware of whether those projects have been added?</p> <p>Mr Donovan: The targeted round started out with 215 projects, initially. Five projects were added, which I think we might have discussed at a previous estimates hearing. They were transferred to the Department of Education from the department of infrastructure as part of the budget last year—the 2023-24 budget. Those five projects were added, equalling 220 projects. There have been no other projects added to the Schools Upgrade Fund targeted round.</p> <p>Senator HENDERSON: Could you just find out about those three school projects. Mr Donovan: Of course.</p>		
SQ24-000719	Department of Education	Sarah Henderson	Projects not covered in Schools Upgrade Fund	<p>Senator HENDERSON: There are two projects we have identified that don't appear to be covered in this closed round. There's \$50,000 for Thornbury Primary School toilets, announced by Ms Kearney on 27 April, and \$50,000 for East Hammersley Primary School for a green, sustainable classroom, announced by Ms Ali on 5 May. Where are those two projects?</p> <p>Mr Donovan: I can speak about the projects that are funded through the Schools Upgrade Fund targeted round or open round, or the more recently delivered round 2, but I don't have any information about the commitments you are referring to there, which don't appear to be funded through this particular mechanism.</p> <p>Senator HENDERSON: These two projects were announced by Labor when it was in opposition. They're both school projects. Have they ever been on your list? Were they submitted or considered? What's happened to those school projects? Are they not being delivered?</p> <p>Mr Donovan: I am not aware of those projects.</p> <p>Senator HENDERSON: Secretary, do you know anything about these projects?</p> <p>Mr Cook: I don't. We're happy to take it on notice. As I indicated earlier, the process would have been that commitments would have gone through a</p>	64-65	5/06/2024

				<p>budgetary process. The government then makes decisions about those commitments.</p> <p>Senator HENDERSON: Is there anyone in your team who can check this out? Obviously, I'm sure, Minister Aly and Ms Kearney would have been very keen for those projects to be funded, so what's happened to them?</p> <p>Mr Cook: I can assure you Mr Donovan is the expert at the table in relation to this. We have no knowledge, but we're happy to take it on notice to see what we can find out.</p> <p>Senator HENDERSON: Could you maybe ask someone in your team, to the best of your ability, to come back this afternoon so we can understand?</p> <p>Mr Cook: I have taken it on notice, but it may take longer than this afternoon. We have taken it on notice and will get that information on notice.</p> <p>Senator HENDERSON: If you've got any correspondence between the minister's office in relation to those two projects, could I also ask for that correspondence? If for some reason they haven't been funded, I'm sure there should have been some fairly robust correspondence to the minister. I'm going to table documents in relation to these commitments as well....</p>		
SQ24-000720	Department of Education	Sarah Henderson	Additional costing allocation for Schools Upgrade Fund	<p>Senator HENDERSON: How do you know there's been an increase in the cost of the project?</p> <p>Mr Donovan: We engage with schools directly but more regularly with the school building authority in each jurisdiction to make sure that the commitments that the government has made through all three rounds of the Schools Upgrade Fund are being delivered. As part of those engagements, school building authorities, state departments or individual schools will notify us of any issues. In this case, the Victorian School Building Authority is the relevant authority that oversees capital upgrades in Victoria. They engage fairly regularly with us about the progress of these commitments and will notify us of any issues that are merging.</p> <p>Senator HENDERSON: But it's the case that there was no costing of this project when announced by the then Labor opposition. There's no assessment of the costs of these projects, is there?</p> <p>Mr Donovan: I think the evidence the secretary provided earlier about Mount Eliza would also apply to Croydon Primary School in this instance. The original costs were made by the then opposition as part of election commitments. They then went through a budget process when the then opposition was elected. That is the process to agree those costs.</p> <p>Senator HENDERSON: I'm not asking about the budget process. I'm asking about verifying the costs. If there's no verification by the department of the</p>	65	5/06/2024

				<p>cost of the project, can you please explain the nature of the cost increases? Mr Cook: Two quick things: the department doesn't verify election commitments. Senator HENDERSON: I'm not asking that. I'm asking about verification once the government was elected. I'm asking about the department's role in verifying the cost of the project. Mr Cook: And we explained that that process is undertaken through the budget process, as it is for any election commitment. Senator HENDERSON: No, I'm talking about costing the actual project. What I'm asking— Mr Cook: My answer is the same. Senator HENDERSON: is not your budgetary process about allocating cost. I'm asking about the actual verification of the actual costs of the projects. How much does it cost to build what the then Labor Party promised it would deliver? Mr Cook: I think my response is not different. Senator HENDERSON: Could you please provide all relevant documents in relation to requesting the additional funding, including the evidence of the cost increases in this project? Mr Cook: We will take on notice information that we have, absolutely.</p>		
SQ24-000721	Department of Education	Sarah Henderson	Targeted round project - Greenwood College	<p>Senator HENDERSON: Thank you for that. I want to move now to SQ24-000013. You've advised that the targeted round project for Greenwood College is to repair and refurbish the female and male student change rooms and toilets of existing swimming facilities at the school. Could you provide more information on that project? Mr Donovan: I don't have with me here today more specific information than we provided on notice in response to that question. We can seek to provide on notice any further information we have about that project. Senator HENDERSON: I'm really confused about this project because, on 15 February in the last estimates, Ms Brighton gave evidence saying that this funding, the \$2 million, was to upgrade swimming facilities at the school. We've now heard that this funding is to upgrade female and male student change rooms and toilets at the swimming facility. Why is it costing so much to upgrade change rooms and toilets? Can you tell me? Mr Donovan: I can't give you the specific reasons that the exact cost of this project would be \$2 million, but I imagine there's some infrastructure come complexity in upgrading existing toilets around the swimming facility. There might be other drivers of the cost there. We noted earlier that, in some instances with these school capital upgrades, there's asbestos removal</p>	66	5/06/2024

				<p>involved. I'm not sure that that is the case here, but those are the types of situations that we have often heard schools run into with these types of upgrades.</p> <p>Senator HENDERSON: As the record will show, over a number of estimates I've asked questions about this project. Initially, the department would not detail the nature of the project. We knew about what this project was because Ms Aly made an election commitment of \$2 million to upgrade swimming facilities. We now find out that it's for toilets and change rooms. Can you provide all details of this project including project scope and the costings? That does seem to be an extraordinary amount of money if it's just for a refurbishment of existing change rooms and toilet facilities.</p> <p>Ms Brighton: Senator, we'll take that on notice. Just to clarify, this project is about upgrading the swimming facilities, and part of the swimming facilities is the refurbishment of the change rooms and the toilets.</p> <p>Senator HENDERSON: But you didn't say that in your last answer, so it just seems to be shifting sands, Ms Brighton. There was no information that this would be an upgrade of toilet facilities and change rooms.</p>		
SQ24-000722	Department of Education	Sarah Henderson	Instruction received from Minister's Office on projects to be funded under the Schools Upgrade Fund	<p>Senator HENDERSON: I'll take that as a comment, Minister. I want to move QON SQ23-000671. The answer was that you received advice from the minister on what projects were to be funded under this round on 24 October 2022. I asked for a copy of this advice at the last estimates hearing, which you took on notice. It appears you declined to provide this in QON SQ24-000015. Are you able to provide a copy of the instruction you received from the minister's office on 24 October 2022, instructing you and your department on which projects to fund under this round of the Schools Upgrade Fund, being the election commitments round?</p> <p>Mr Cook: Senator, happy to—noting that that's a different question to the one you actually asked last time. My understanding is I was asked to provide the advice that came to me, and our answer is that I didn't actually receive any advice. That's the question you asked. That's the question we answered. We're happy to take on notice the question you've now asked in relation to that and provide that.</p> <p>Senator HENDERSON: So every time I say, 'What came to you?' I now have to say, 'What came to you or any other person in the department?'</p> <p>Mr Cook: Sorry, to be very clear, the transcript from the last hearing is: Secretary, the department advised you that it had received confirmation of the projects to be funded through this round from the minister's office on 24 October 2022. Can you please table this advice?</p>	66-67	5/06/2024

				<p>The advice is 'the department advised you'. The department did not advise me, Senator, and that's what we responded.</p> <p>Senator HENDERSON: Anyway. Look, I will—</p> <p>Mr Cook: I'm happy to take on notice what you've asked for—</p> <p>Senator HENDERSON: I would appreciate if you could provide that full information.</p> <p>Mr Cook: Sure.</p>		
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SQ24-000723	Department of Education	Sarah Henderson	Schools Upgrade Fund - open round	<p>Senator HENDERSON: Can I go to round 1B, the open round, which is providing grants of up to \$25,000 per school. These projects were all due for completion by 31 December 2023. Were all projects completed by that date?</p> <p>Mr Donovan: The round 1 guidelines, in relation to the open round, specify that the funding should be spent or be committed to be spent under section 70 of the guidelines by 31 December 2023, as you've outlined. That allows for a school to have spent that money or have committed to spend that money, but the guidelines don't say that the project must be completed by 31 December 2023. The guidelines also allow that, in exceptional circumstances, under section 74, schools may request an extension to the timeline to spend, or commit to spend, their money in instances where the complexity of the project has increased, where labour shortages have affected the delivery of the project or where other factors are at play. Despite that, we have seen that more than two-thirds of open round projects, or schools awarded funding under the open round, have already submitted their final closure report paperwork to the Commonwealth, confirming not only that they did meet that aspect of the guidelines but also that the project has been completed.</p> <p>Senator HENDERSON: As part of the assurance and acquittal process, your department was going to undertake a sample-check of 10 per cent of funded projects. Has this been undertaken?</p> <p>Mr Donovan: We are going through those assurance processes now and we will continue to do so as more projects are completed. We have an active monitoring program on some of the higher value projects in round 1 of the Schools Upgrade Fund. All schools are required to complete financial acquittal of their projects and to submit closure reports. We are actively following up with many schools to request further information such as invoices and photos of completed projects to ensure that those projects were completed with the funding expended as allocated and completed according to their scope.</p> <p>Senator HENDERSON: Can you provide a list of schools which were sample-checked? Can you provide the committee with an update as to the samples that you've done, the work that you've done, in terms of acquittal of these funds?</p> <p>Mr Donovan: Absolutely. I don't have that with me, but we can provide that on notice.</p> <p>Senator HENDERSON: In terms of compliance, were there any issues that were found—projects that were either not delivered, out of scope or underfunded? Are you able to detail what your findings have been?</p> <p>Mr Donovan: Through the Schools Upgrade Fund open round?</p>	67-68	5/06/2024
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				<p>Senator HENDERSON: Through the open round. CHAIR: You have got two more minutes, Senator Henderson. Senator HENDERSON: I'll try and get through as quickly as I can, Chair. Mr Donovan: Senator Henderson, I think we can provide that information on notice as part of the information we'll provide you about that compliance work against the Schools Upgrade Fund open round. Senator HENDERSON: Can you also detail the compliance method that was used? Mr Donovan: Of course.</p>		
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SQ24-000724	Department of Education	Larissa Waters	Consent and Respectful Relationships Education funding	<p>Senator WATERS: ... You're saying that they will complete their work and it will be published in the second half of this year. How do you decide, of that \$77 million, who gets what? Is that using an existing funding formula?</p> <p>Ms Brighton: I'll go to Dr Hunter.</p> <p>Dr Hunter: There is a financial agreement with the states and territories that is available on the FFA website. It sets out the money that is available by sector and by jurisdiction, for the period 2023-24 to the 2027-28 financial year.</p> <p>Senator WATERS: And is that the broader funding agreement for schools? Or is that a specific funding agreement just for RRE?</p> <p>Dr Hunter: This is just for RRE.</p> <p>Senator WATERS: Just for RRE? Thank you.</p> <p>Mr Cook: If you go to the Federal Financial Relationships website, it will tell you what every state is getting and it will tell you what the money is to be spent on. So it's actually under the Federal Financial Relationships it's called the Consent and Respectful Relationships Education Federation Funding Agreement.</p> <p>Senator WATERS: Okay. I'll be able to hear you when I read back the transcript and then I'll find that link.</p> <p>...</p> <p>Senator WATERS: I'm sorry. I found that \$77 million table that you referred me to and I've just had a quick squiz at it. Being from Queensland, I worked out what it meant for each school in Queensland. It's about \$2,000 each year for the first three years, and it's about \$830 for years 4 and 5. What is that actually for? Is that meant to be training the teachers to deliver this material or is that to pay for external providers to come in and deliver the material? How many hours does that equate to of RRE that kids will get?</p> <p>Ms Brighton: Dr Hunter will come to the table. This is on top of the existing work that is happening in schools at the moment. Schools will have the opportunity to use this in a way that's going to work with their context. It could be bringing in external experts; it could be giving teachers release time to do further professional development and do further work across the school. So there are a whole range of different ways they might be able to be used.</p> <p>Senator WATERS: Will the school get to choose that themselves?</p> <p>Ms Brighton: That is right.</p> <p>Senator WATERS: Do you have anything you can add to that? You said it added to existing measures. On notice could you detail for me what those existing funding amounts are. Again, I'm interested to know roughly what it means for each individual school and what it enables to be done.</p> <p>Ms Brighton: We're happy to take it on notice, and we can talk about what</p>	68-69	5/06/2024
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				<p>respectful relationship education looks like. The way the SRS funding works, it's not a specific line item. Schools are provided with their global funding and expected to implement the curriculum and a range of programs in schools to ensure that kids are learning and growing.</p> <p>Senator WATERS: So the \$77 million is in fact the only specific funding for RRE.</p> <p>Ms Brighton: Yes.</p> <p>Senator WATERS: Interesting.</p> <p>Senator Chisholm: Federally that would be.</p> <p>Ms Brighton: Yes, federally.</p> <p>Dr Hunter: I will add that we are working with states and territories around the implementation of this measure. The department's in receipt at present of 18 implementation plans from the states and territories. Sixteen of them have been received in the last week. So we are working through what is a large amount of information that has come from states and territories that will help us to be able to add articulate exactly the activities that are to be funded. But, as Ms Brighton said, these are additional activities relative to current activities in jurisdictions.</p> <p>Senator WATERS: Did the working group itself advise on whether the \$77 million was sufficient or should in fact be a different amount?</p> <p>Ms Brighton: I'm not aware of the detailed discussions of the working group on that matter. We'll have to take that on notice.</p> <p>Senator WATERS: Yes, please. Thank you.</p>		
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SQ24-000725	Department of Education	David Pocock	Brindabella Christian College - board appointments	<p>Senator DAVID POCOCK: ... I'm interested in whether you have an update on any new appointments to the board. How many members are there currently?</p> <p>Ms Beutel: I don't think I have that information with me.</p> <p>Senator DAVID POCOCK: Maybe take it on notice.</p> <p>Ms Beutel: Yes. It will be on the ACNC website.</p> <p>Senator DAVID POCOCK: I note that the board's skill set was something that was under scrutiny. Can you inform the committee on notice whether that's been rectified to include someone with experience in accounting and finance? Again, you may have to take this on notice: has the executive principal been appointed a member of the board or invited to attend meetings?</p> <p>Mr Cook: We'll take that on notice.</p>	70-71	5/06/2024
SQ24-000726	Department of Education	Kerrynne Liddle	Evaluation of the Good to Great Schools program	<p>Senator LIDDLE: I've been able to see that there are evaluations of the flexible literacy program in 2015, 2016 and 2017. When was the last evaluation of the Good to Great Schools program?</p> <p>Ms Birmingham: There's an evaluation that will be done across the three First Nations literacy initiatives that will be conducted. It's ongoing now, and it will be conducted over the next year or so. With this extension, that provides an opportunity to have a bit more data from this program that will inform that evaluation. That will come together in one report.</p> <p>Senator LIDDLE: I'm trying to understand this. The good to great program started with the coalition government. Are you saying that there hasn't been an evaluation to date but now there's another rollout of additional money?</p> <p>Ms Birmingham: I believe there was an evaluation a little while ago. I haven't got detail on that here but I'm happy to take the findings of that on notice, unless Mr Mudford can help.</p> <p>Mr Mudford: I was just going to say that, in terms of the current evaluation, we've engaged ACER and Ninti One to undertake an evaluation of the schools measures included in the first Commonwealth Closing the Gap implementation plan. The Good to Great Schools work that Ms Birmingham referred to is one component of that, and there are two other measures that will be evaluated. That evaluation will run until 2026, and there will be a series of formative reports each year and then a summative report at the end of that evaluation.</p> <p>Senator LIDDLE: In all of what you've just told me, though, good to great hasn't been evaluated, or are you going to give me a date for that? There's been additional funding given for good to great. I'm assuming you've taken that evaluation into account in determining that they should have an additional two years of funding. It just seems that you're talking about an evaluation being</p>	71-72	5/06/2024

				<p>done now but the funding has already been committed for that particular task. Ms Birmingham: There was an evaluation done some years ago on good to great, and I'm happy to take on notice the detail of that. I just don't have that with me.</p>		
SQ24-000727	Department of Education	Sarah Henderson	Studio Schools Australia - Drennan Consulting	<p>Senator HENDERSON: This is a letter from the chair of Studio Schools, Professor Jennifer Westacott AO. She has indicated that Drennan Consulting has been not engaged since 30 November 2021. Then there was an employment agreement entered into between Studio Schools and Dr Helen Drennen, the current CEO, on 1 December. Jennifer Westacott is saying there is no conflict of interest, but do you know if there were any other arrangements or any other contracts at all over this period of time involving either Drennan Consulting or the CEO, Ms Drennen?</p> <p>Ms Beutel: Not that we're aware of. Studio Schools of Australia became an approved authority on 1 July 2022 and so that's the period we're looking at with the information that we've requested from Studio Schools of Australia. In their letter there, they have said that they haven't entered into any more consultancies with Drennan Consulting since that time.</p> <p>Senator HENDERSON: Are you able to provide the committee with information as to how much money has been paid to Drennan Consulting?</p> <p>Mr Cook: As an approved authority, I think the answer is zero.</p> <p>Ms Beutel: Since 1 July.</p> <p>Mr Cook: That's right. We can only deal with it as an approved authority because it didn't exist in terms of Commonwealth funding beforehand, from our perspective, as an approved authority. I'm happy to take it on notice.</p> <p>Senator HENDERSON: Secretary, you are investigating this—</p> <p>Mr Cook: As an approved authority from 1 July 2022.</p> <p>Senator HENDERSON: You're investigating Studio Schools. Obviously, I've raised a number of concerns about excessive expenditure for salaries paid to the CEO and to the chief operating officer, which we've now seen are something like \$915,000, and roughly \$715,000 going to the chief executive officer over 18 months. There were a range of other concerns that I raised about expenditure, and this stemmed from the fact that there was a \$100 million cost blow-out</p>	74-75	5/06/2024

			<p>and two of the studio schools that were meant to be built in remote areas in the Pilbara and East Arnhem Land have not proceeded. We were obviously very concerned about the scale of the cost blow-out, which is what initially alerted me to the fact there might be a problem. So, are you able to provide on notice how much money has been paid to both Drennen Consulting and Ms Drennen?</p> <p>Mr Cook: We can ask the approved authority. I'm not sure we can compel them. Senator, the point I'm trying to make is our role is when the school becomes an approved authority. It became an approved authority on 1 July 2022. The letter has said there's been no funding going to Drennen Consulting Services since the approved authority operated. I hear what your question is asking. We'll see what we can do, but our regulatory regime is about the approved authority, which came into place on 1 July 2022.</p> <p>Senator HENDERSON: But I'm also asking about your responsibilities, as the department, providing grant funding to any organisation, irrespective of whether they are an approved authority or not. There was obviously significant grant funding provided. I'm seeking information in relation to those payments because I've had a look and you have provided a lot of information on the financial statements. There is around \$1.3 million that has been paid for professional consulting, but it's unclear where that money has gone.</p> <p>Mr Cook: So you'd like that broken down?</p> <p>Senator HENDERSON: Some of it has been broken down, but it's not clear from the accounts where it has all gone, except that Drennen Consulting did receive 98.5 per cent of the funding for governance framework and school systems design, which amounted to \$54,543. I think the major concern with that was the conflict of interest. We've now seen that, prima facie, this occurred before Ms Drennen became the CEO, which does give me some comfort, but I am concerned to understand more details in relation to the operations of Studio Schools. At the end of the day this is about disadvantaged Indigenous children in remote areas of this country who've missed out on boarding schools, and we are concerned about ensuring that schooling of these children is supported.</p> <p>Mr Cook: We'll take on notice how much went to Drennen Consulting, was the first part. The second part was? I'm sorry; I can't remember the second part of the question. It will be in the Hansard; we can look into it.</p>		
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SQ24-000728	Department of Education	Sarah Henderson	Studio Schools Australia - Yiramalay upgrade costs	<p>Senator HENDERSON: Could you update the committee on the status of the construction of the two remote boarding schools for the Pilbara and East Arnhem Land.</p> <p>Mr Harding: I have an update on the Manjali site and the Indigenous Education and Research Centre. Basically, Studio Schools of Australia on 22 March 2024 entered into a final agreement with Hutchies, with a contract price to deliver those facilities. For the Manjali site the final price that they agreed on was \$40,011,027, and for the IERC it was \$4,470,212, which totals \$44,481,239. When you add in contingencies and pre-tender costs in that space, it gets you to \$50,292,750, which is inside the budget of \$50.3 million allocated for those facilities.</p> <p>Senator HENDERSON: There is quite a significant balance remaining in what was allocated to Studio Schools by way of Commonwealth funding, which was in excess of \$70 million. I'm just trying to find the exact figure. Can you remind me what that figure was.</p> <p>Mr Cook: I think it was \$70.8 million.</p> <p>Ms Brighton: Senator, your recollection is correct. It was \$70.8 million, and that included building the new residential boarding school on country at Manjali. It also included the upgrade of the facility at Yiramalay. You might recall that was going to need a fair bit of an upgrade. It includes the establishment of the Indigenous Education and Research Centre and also had some operational costs as part of that.</p> <p>As Mr Harding said, the work on Manjali is well advanced, there's a contract in play, and Studio Schools have advised us they are on track for opening in January next year as had been their plan. That work is a combination of modular and prefabricated buildings. A series of upgrades to Yiramalay School have already been completed, including security, ablutions and ICT infrastructure. The second part of that upgrade is in progress this year and into early next year. That includes things like basketball courts, oval, bore water upgrades and things like a commercial laundry. It's necessary for any boarding school to have proper facilities around laundering.</p> <p>Senator HENDERSON: What's the cost of those upgrades?</p> <p>Ms Brighton: I don't have the detailed breakdown with me. If Mr Harding doesn't have them before him, we can get that with you.</p>	76	5/06/2024
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SQ24-000729	Department of Education	Sarah Henderson	Studio Schools Australia - funding and costs	<p>Ms Brighton: If I recall correctly, we've gone through this in quite some detail in the previous hearing. We're happy to go back to the previous advice that we've provided and the detail in the question on notice that I think we responded to, if my memory is correct, where we have broken down the components of that budget allocation and the detail in that.</p> <p>Senator HENDERSON: Well, you've just given evidence today that these costs have changed. The purpose for me asking these questions—not the ones for the \$16.2 million but the ones in relation to the costs of the construction of two of the projects—is to get an update on all of the costs in relation to the allocation of funding to Studio Schools and to understand where all the money is being spent. If you could update the committee on that, I would be most grateful.</p> <p>...</p> <p>Ms Brighton: I don't think I said that the costs have changed. The costs haven't changed according to what I've got before me.</p> <p>Mr Harding: The costs haven't changed. I'll just give you an update on contracted prices that sit inside what was allocated, which was \$50.3 million. It includes half a million dollars of donation funding. It all reconciles in how the project has been run. There's no change in costs.</p> <p>Senator HENDERSON: Could you provide that further information about the actual projects and the scope of the projects, including the donation that's been received.</p>	76-77	5/06/2024
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SQ24-000730	Department of Education	Matthew O'Sullivan	National Teacher Workforce Action Plan	Senator O'SULLIVAN: ... Can I get you to take on notice, because I'm conscious of time, an update on the progress of each action item from the national teacher action plan? Can I also include the allocated budget, the amount expended to date and progress of implementation? Ms Brighton: Certainly. Mr Cook: Do you mean the National Teacher Workforce Action Plan? Senator O'SULLIVAN: Yes, the National Teacher Workforce Action Plan	85	5/06/2024
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SQ24-000731	Department of Education	Matthew O'Sullivan	Enrolment projections for government and non-government schools	<p>Senator O'SULLIVAN: This is a very quick question. Budget paper No. 1, page 98 notes, 'Payments relating to non-government schools are expected to increase by \$136.7 million in 2024-25 and \$1.7 billion over five years to 2027-28 due to revised enrolment projections.' Is that because we are seeing an increase in students enrolling in non-government schools?</p> <p>Mr Cook: It's a few things. Part is us relooking at the trends in relation to new enrolments between government and non-government. Part of it is also about students with disability. We talked about some of those things earlier. But again, Mr Donovan can provide a bit more detail to assist you.</p> <p>Mr Donovan: Yes. Over the last three years we have seen higher-than-usual rates of enrolment growth in non-government schools, above two per cent a year compared to a historical trend of around 1 1/2 per cent a year. Our enrolment projections over forward estimates have been updated to reflect that stronger-than-usual growth may continue to the medium term.</p> <p>Senator O'SULLIVAN: Are you able to provide enrolment projections for government and non-government schools for each year over the next five years? I am happy for you to take it on notice, if that would make it more efficient. What I would really like to see is what the projections were in the 2023-24 budget and what they are now in the 2024-25 budget to see how it's changed.</p> <p>Mr Donovan: Understood. Would you like us to compare the projected funding figures in each year?</p> <p>Senator O'SULLIVAN: I am after the funding matters but also the variation on the enrolment projections.</p> <p>Mr Cook: We gave you those in the bundles of materials that you asked for. I've got here: question 3— schools—projected enrolments over forward estimates for government and non-government.</p> <p>Senator O'SULLIVAN: Yes, that is for now. Is that right?</p> <p>Mr Cook: We have '24, '25, '26, '27, '28.</p> <p>Senator O'SULLIVAN: What were they in 2023-24? I want to see the comparison, how it changed.</p> <p>Mr Cook: You have everything except for 2023.</p> <p>Senator O'SULLIVAN: Yes.</p> <p>Mr Cook: I'm with you. The 2023 data, we can do that.</p> <p>Senator O'SULLIVAN: Is that something you can give me now?</p> <p>Mr Cook: I don't think we have it now.</p> <p>Senator O'SULLIVAN: No problem.</p>	85	5/06/2024
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SQ24-000732	Department of Education	Sarah Henderson	NSRA - correspondence between the Commonwealth and the states	<p>Senator HENDERSON: Thank you, Chair. Secretary, I realise Senator Allman-Payne asked many questions about the National School Reform Agreement. I want to pick up on a couple of issues quickly. Given it is more than two years since the Albanese government was elected, have there been any reforms agreed between the Commonwealth and the states and territories as part of the National School Reform Agreement—agreed but not announced?</p> <p>Mr Cook: Is that the new agreement?</p> <p>Senator HENDERSON: That is right.</p> <p>Mr Cook: No.</p> <p>Senator HENDERSON: When will those reforms be agreed? Do you have a timeline? I understand that the agreement has to be signed by the 31 December, but schools are becoming increasingly concerned in some school systems about the length of time this is taking. Do you have a timeline?</p> <p>Mr Cook: We are working very closely with our state and territory counterparts. As we indicated, Ms Brighton meets almost weekly with states and territories. I said this morning, substantial work has now been undertaken. We're reaching the final stages. I am sorry I can't give you a timeline because it is up to state and territory ministers in their final decision, but we are well progressed in the work that we are doing. As you said, the absolute deadline is the end of the year. We anticipate agreement—our goal would be agreement—before the end of the year, of course.</p> <p>Senator HENDERSON: On notice, can you provide all correspondence between the minister and the state and territory education ministers and also between secretaries of departments concerning the current National School Reform Agreement?</p> <p>Mr Cook: I'm happy to take it on notice.</p>	85-86	5/06/2024
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SQ24-000733	Department of Education	Sarah Henderson	EMM - minutes and agenda	<p>Senator HENDERSON: My team might be able to help me. I was looking for the reference. I did ask last time about the tabling of the minutes and the agenda for the education ministers' meetings. We didn't get a fulsome response. Could you explain why you weren't able to provide that information?</p> <p>Mr Cook: I think we provided you the communique, which is effectively the agendas and the detail around them. That's the response that was approved and agreed by the minister.</p> <p>Senator HENDERSON: We weren't asking for the communique; I was asking for the minutes and the actual agenda. They were not provided.</p> <p>Mr Cook: I don't think there are minutes as such. It is the communique that is effectively the overview of the meeting.</p> <p>Senator HENDERSON: There's a difference between the communique, which is the agreed position, and the minutes. So are you saying there were no minutes taken at this meeting?</p> <p>Mr Cook: Sorry, I will need to ask the people who actually do the meetings.</p> <p>Ms Mohr: Primarily the way we record the discussions at meetings is through actions and resolutions, so that is a document that we turn around and use as our record of things that have been decided and next steps. The communique lines up with the actions and resolutions we take at the meetings.</p> <p>Senator HENDERSON: Yes, I understand that. Secretary, I will revert back to you, being the boss. We are seeking the agenda and the minutes of meetings for each meeting of federal, state and territory education ministers since 1 July 2022. It's incumbent on the department to respond and provide those documents under the Senate rules.</p> <p>Mr Cook: It is actually the minister, not the department.</p> <p>Senator HENDERSON: I beg your pardon?</p> <p>Mr Cook: To be clear, it is the minister, not the department. It's the minister's comms. The minister signs off on the comms, not the department.</p> <p>Senator HENDERSON: It is incumbent on the minister to provide—</p> <p>Mr Cook: Sure.</p> <p>Senator HENDERSON: You're saying it is really the minister's fault?</p> <p>Mr Cook: No, I am saying it is the factual information, as outlined in the witness statement.</p> <p>Senator HENDERSON: I thought that was a hand pass.</p> <p>Mr Cook: I'm happy to outline for senators and remind departments that QONs are not department QONs; they are minister QONs. Last week there was a series of conversations between senators and departments where senators reminded departments that the QONs are ministers', not departments'.</p>	86-87	5/06/2024
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SQ24-000734	Department of Education	Sarah Henderson	Minister for Education EMM - minutes and other matters	<p>Senator HENDERSON: Maybe I'll ask the minister then. Minister, why is the Minister for Education refusing to provide the minutes and the agendas of the Education Ministers Meetings?</p> <p>Senator Chisholm: I saw the evidence of the secretary in regard to minutes. In regard to the other matters, I'd have to take it on notice.</p>	87	5/06/2024
SQ24-000735	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	Staff travel expenses	<p>Senator HENDERSON: Mr Gniel, thanks to you and your team to being here, as always. I'm wanting to go to your travel expenditure. In a question on notice from additional estimates in February this year, your staff travel expense—which is minus the CEO's expenditure—was approximately \$255,000. The reference is SQ-24000136. This is up \$50,000 from your expenditure in May 2023. Why such a significant increase in expenditure?</p> <p>Mr Gniel: Do you mean 2023-24 up until February, and you're looking at the previous year, is that right?</p> <p>Senator HENDERSON: That's right.</p>	88-89	5/06/2024

			<p>Mr Gniel: Are you looking at the CEO travel?</p> <p>Senator HENDERSON: I'm just looking at your response.</p> <p>Mr Gniel: At the CEO travel though?</p> <p>Senator HENDERSON: I'm looking at your staff travel.</p> <p>Mr Gniel: This one is the CEO travel.</p> <p>Senator Chisholm: What number did you say, Senator Henderson?</p> <p>Senator HENDERSON: I said SQ-24000136.</p> <p>Senator Chisholm: That's the one we've got here, which is a different one to the one you're reading out.</p> <p>Senator HENDERSON: The reference is (3) on that answer: total travel cost for all other staff to 29 February 2024 is \$255,000. That's what I'm asking about.</p> <p>Mr Gniel: And you're looking back at previous expenses?</p> <p>Senator HENDERSON: Yes. I'm trying to understand—</p> <p>Mr Gniel: I'm happy to take that on notice and look at what the differences were. Did you say it was \$20,000.</p> <p>Senator HENDERSON: It was \$50,000.</p> <p>Mr Gniel: I'm happy to have a look at whether there's been an increase in—</p> <p>Senator HENDERSON: Are you able to describe the nature of the travel for staff at ACARA?</p> <p>Mr Gniel: Of course. As you know, we're a national agency, so we travel to other jurisdictions from the home base of those staff members to attend national meetings. We also want to make sure that we are cognisant of what's happening around the country. If I can give one example, Minister, I spent a few days in the Northern Territory a couple of weeks ago, specifically to see some of the challenges that are unique to the Northern Territory, which ACARA needs to be aware of when we're producing resources for implementation of the Australian curriculum. That's the same for a number of our staff, as we want them to be understanding of some of the areas that we're supporting in terms of their work, and that does require travel. Again, I'm happy to come back to you with advice on any increase in travel.</p> <p>Senator HENDERSON: Thank you very much.</p>		
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SQ24-000736	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	External retreats for staff	<p>Senator HENDERSON: ... I want to turn to external retreats for staff. I refer to QON SQ24-000162. Your answer states that there's been one external retreat this year, at a cost of \$8,274 for five staff. Does this cost include all travel expenditure, and can you provide details of the retreat—the purpose and duration of the retreat, any agenda and any other breakdown of costs?</p> <p>Mr Gniel: I can. That was before my time, so again I'm happy to take that on notice. But, as I understand it, there was a strategic meeting for the executive leadership team, so there were five staff. You can see the cost there, at \$8,200. It responds to the specifics in that request, which was the cost incurred and the location. As far as I'm aware, that includes all of those expenses.</p> <p>Senator HENDERSON: So it's just a meeting of internal staff members?</p> <p>Mr Gniel: For five people. That's right.</p> <p>Senator HENDERSON: For your executive.</p> <p>Mr Gniel: Yes.</p> <p>Senator HENDERSON: I'm looking at it now. There is some detail. Why do you need to go to the Crowne Plaza in Terrigal at a cost of more than \$8,000 to have a meeting of internal staff?</p> <p>Mr Gniel: Again, I will check whether that includes flights and accommodation as well. Of course, our executive live in a number of different locations across Australia. Again, I wasn't part of the decision at the time, but I can only imagine that that was based on what was the most effective place to meet at that time.</p> <p>Senator HENDERSON: It's a well-known place to have a junket, though.</p> <p>Mr Gniel: Is it?</p> <p>Senator HENDERSON: It is. I'm just wondering why you'd go to a place that is a bit of a holiday destination.</p> <p>Mr Gniel: I really can't comment on that, to be honest. As to whether that was an area where it was easier for the staff to come together, I can't comment on that. Your word, 'junket', is not mine. There were five staff coming together for a—</p> <p>Senator HENDERSON: Well, I'm asking if it was a junket, because it just seems very unusual that, if you're having an internal meeting of executive staff—</p> <p>CHAIR: As a senator for New South Wales, I can tell you any destination in New South Wales is a wonderful place to go to have a conference.</p> <p>Senator DAVEY: I could not agree more, Chair.</p> <p>Senator HENDERSON: It just seems unusual, for an internal meeting, to go to—</p> <p>Mr Gniel: I'm happy to take it on notice.</p> <p>Senator HENDERSON: It's a very nice place.</p> <p>Mr Gniel: It is a beautiful place.</p>	89-90	5/06/2024
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				<p>Senator HENDERSON: And the Crowne Plaza is a luxurious place to go and have a holiday. Mr Gniel: I can't say I've been there.</p> <p>Senator HENDERSON: But I'm wondering whether your executive staff needed to go there in order to meet. So can you provide all the details, including the job title of each staff member who attended, the activities they undertook, any meals that were paid for, alcohol and travel. Could you provide a full breakdown of that cost, because that does seem a bit unusual and even a bit concerning.</p> <p>Mr Gniel: I am happy to provide more information. Just to be clear, I can't comment on what the Crowne Plaza is like or whether that's a junket or not and those things.</p> <p>Senator HENDERSON: Thanks, Mr Gniel. I'll take that as a comment.</p> <p>Mr Gniel: But I'm happy to provide further information.</p>		
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SQ24-000737	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	NAPLAN	<p>Senator HENDERSON: I'm looking at this article, and I'll ask my team to table document 6 'The NAPLAN maths questions that "simply make zero sense"'. It's an article in the Sydney Morning Herald by Robyn Grace which says: High school students are being asked "absurd" and "badly worded" questions in NAPLAN's numeracy exams, but a lack of transparency from the national testing authority is preventing teachers from addressing the issues. So teachers are concerned about the lack of transparency. Can I ask you to address that, please.</p> <p>Mr Gniel: Sure. I am aware of that media article. I thought you may have had something more specific than that, but that is specific—to be clear. I'll ask Mr Dyer to talk about what we do release, in terms of making sure that what we are assessing is clear. I'll ask Mr Dyer to talk about the framework as well.</p> <p>...</p> <p>Senator HENDERSON: Can I just cut in there, because we have a limited time. In this article, there were concerns raised by an expert mathematician Marty Ross, who found that many of the questions were poorly conceived or badly worded, labelling 10 questions as 'appalling'. Across the sector, there have been some serious questions raised about NAPLAN test questions. I particularly refer to the one question referred to in this article about how many triangles and how many squares cover the entire surface of a toy which is in the shape of a prism. There's a lot of conjecture about what the right answer is. It's very confusing, given the illustration. How could something like this be approved? What is ACARA doing to respond to these deep-seated concerns that the questions are not of a sufficient standard?</p> <p>Mr Gniel: Firstly, I don't believe there are deep-seated concerns. I think you have one person who has raised a concern about a single assessment item and perhaps 10 in an assessment from 2016. Mr Dyer has talked about the level of quality assurance that we do for 2024, which, of course, is eight years later than that one. What we want to make clear here is what we are trying to assess. It's really important that we're assessing students' numeracy skills; that's what we all want to know. If there are badly worded questions and we receive that feedback, of course we take that feedback seriously and we look at our processes and do that quality assurance to make sure that is happening to the best of our ability.</p> <p>Senator HENDERSON: On notice, could you please provide the committee with what you've done in relation to the concerns raised in this most recent—</p> <p>Mr Gniel: To these concerns from 2016? Do you want me to talk about what we've done from 2016 onwards to improve the quality assurance process?</p>	90-91	5/06/2024
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				<p>Senator HENDERSON: Yes, please.</p> <p>Mr Gniel: Okay. Yes, sure.</p> <p>Senator HENDERSON: Provide on notice when there have been specific instances raised about badly worded questions—some have been described as 'absurd'—how has ACARA responded? If you could document—</p> <p>Mr Gniel: Yes. I'm happy to provide you with all the detail about what process has been put in place to improve—</p> <p>Senator HENDERSON: If you could document the questions, though, that have been changed as a result of your quality assurance processes.</p> <p>Mr Gniel: Sorry, just be clear on that, you want to know which specific questions—</p> <p>Senator HENDERSON: In relation to questions that have not met the appropriate benchmarks—that have had questions raised about them, whether it's about integrity or accuracy—could you please outline what ACARA has done to remedy or rectify those particular questions.</p> <p>Mr Gniel: Yes. And the improvement process we have put in place.</p> <p>Senator HENDERSON: And the improvement. That's right.</p> <p>Mr Gniel: Yes. Sure.</p>		
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SQ24-000738	Department of Education	Matthew O'Sullivan	ECEC fees	<p>Senator O'SULLIVAN: The government has put aside money to fund wages for early childhood educators. How much money has been put aside for ECE workers?</p> <p>Ms Crane: You're talking about the money that is in the contingency reserve. That would be a question for Treasury and Finance.</p> <p>Senator O'SULLIVAN: So it's in the contingency reserve, is it?</p> <p>Mr Cook: That's right. It refers to that in BP 1 or BP 4. Sorry, I should know. There's a section that talks about early childhood wages and the contingency reserve, and it explains the contingency reserve. I think it's page 225—</p> <p>Senator O'SULLIVAN: Right.</p> <p>Ms Crane: It's page 225 in BP 1, yes.</p> <p>Senator O'SULLIVAN: Is there anything you can tell me about it in terms of what the modelling is and where it's sort of heading?</p> <p>Ms Crane: Not in relation to that. We are continuing to participate in the supported bargaining process, noting that we aren't an actual bargaining party. The Treasurer made that commitment on the government's behalf, noting that in the contingency reserve it's a contribution from government towards a wage increase, obviously noting that that would take into consideration the Fair Work Commission decision that was made earlier this week. So, in terms of the actual decision, there's nothing extra on that. There was also allowance in the budget papers for the department to establish payment processes and staff and other things in readiness for that.</p> <p>Senator O'SULLIVAN: Minister, how much do you think the wages of early childhood educators should increase by?</p> <p>Senator Chisholm: I don't think I'd put a dollar figure on it. Obviously that's a matter that will be worked through. But I certainly value the work early childhood educators do, and I think that's clearly the view of the government, given the support that we provided them previously. But it is an important issue. We want to ensure that those people who help educate and look after our children are well paid, but we also want to ensure that we have a number of people who are prepared to enter that workforce as well, and I think the pay has something to do with that.</p> <p>Senator O'SULLIVAN: Aged-care workers got an increase. Do you think early educators should get a similar increase—if not the same amount then maybe by the same percentage?</p> <p>Senator Chisholm: I don't think the Treasurer would appreciate me outlining what I think they should get. Obviously there's a process that the government are going through. I'm sure the department can provide more information</p>	99-100	5/06/2024
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			<p>about that—responsible government that made allowance in the contingency reserve, as they've said—and we'll wait and see how those things work out.</p> <p>Senator O'SULLIVAN: What is the timing? When is that expected?</p> <p>Ms Crane: We don't have any updates on timing other than what is in the budget papers themselves. Government will consider that decision post the Fair Work Commission decision on Monday.</p> <p>Senator O'SULLIVAN: Minister, is there anything that you can share with us?</p> <p>Senator Chisholm: Nothing that would advance what the department have provided.</p> <p>Senator O'SULLIVAN: Will educators see the funding for wages come from the government before Christmas? Is there any indication?</p> <p>Senator Chisholm: I don't have anything to add on timing.</p> <p>Senator O'SULLIVAN: The Fair Work Commission has increased the minimum wage by 3.75 per cent. Does the department expect early childhood fees to increase again from 1 July to cover that cost?</p> <p>Ms Crane: In July, we will be increasing the hourly-rate cap, as we do each July. That does take into consideration some of that. We also know, based on past—</p> <p>Senator O'SULLIVAN: And that will increase the subsidy that goes to—</p> <p>Ms Crane: Correct. Whether any fee decisions are also made would be a decision for individual providers.</p> <p>Senator O'SULLIVAN: Does the government plan to put any measures in place to ensure that providers do not increase fees following any formal announcement of wage funding for educators?</p> <p>Ms Crane: That will be a matter for government as part of the consideration I think government will give in terms of their commitment through the budget about increases to wages. But it will be a matter for government to make decisions in relation to those things.</p> <p>Senator O'SULLIVAN: Minister, is that something that's being considered?</p> <p>Senator Chisholm: I don't know, Senator O'Sullivan. I'll have to take it on notice and provide more information. But I think if you look at the reform trajectory that the government have been on and the support that we've provided in regard to early childhood, we've always been focused on ensuring that the reforms we make are delivered to families so that they get the savings from our reforms. That's why the ACCC was part of that decision. I know that they said that childcare costs had been cut by 11 per cent following our reforms, so it is important to show that they are working. We want to ensure that families are getting that value through that policy because we understand the tough economic conditions so many families are facing.</p>		
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SQ24-000739	Department of Education	Matthew O'Sullivan	Childcare enrolments	<p>Senator O'SULLIVAN: Oh, sorry. But she wouldn't go beyond that. Has there been an increase in enrolments in centre based day care in January and February 2024 compared to 2023?</p> <p>Ms Crane: The data from January to March this year is not available as yet. The December quarter data is what we have currently available. Would you like that data?</p> <p>Senator O'SULLIVAN: Yes, please.</p> <p>Ms Arcaro: The number of children that were using ECEC over the December quarter increased by 1.1 per cent across the year. The total number is 1.4 million children.</p> <p>Senator O'SULLIVAN: What evidence does the department have that shows the cheaper child care reforms have led to an increase in enrolments?</p> <p>Ms Crane: As Ms Arcaro has just indicated, by comparison to the December quarter previously, there has been an increase in the number of children accessing. There's also been an increase, obviously, in the number of families in there. So, comparing quarter to quarter, which is what we would normally do to look at a comparative period, there is an increase in the number of children and families using.</p> <p>Senator O'SULLIVAN: Has the growth rate jumped in this year? Or is that sort of growth, of one per cent or thereabouts, historical?</p> <p>Ms Crane: It will vary depending on years and other things that are happening within that.</p> <p>Senator O'SULLIVAN: On notice, could we get that annual growth over, say, the last four or five years.</p> <p>Mr Cook: Sure.</p>	101	5/06/2024
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SQ24-000740	Department of Education	Steph Hodgins-May	Interaction between CCP and ECEC Paid Practicum	<p>Senator HODGINS-MAY: Under action FA1-1 under the national workforce strategy, education ministers commissioned research to explore and identify the structural barrier to and strategies for improving pay and conditions in the sector. I understand Macquarie University was commissioned to do that work and it has now been completed. Could you please provide a copy of that study to the committee?</p> <p>Ms Crane: That information is with education ministers, and any release of that report is a decision for those ministers.</p> <p>Senator HODGINS-MAY: Are you able to share what the key conclusions from the study are that are relevant for this committee?</p> <p>Ms Crane: No.</p> <p>Senator HODGINS-MAY: I was going to ask why it hasn't been shared with providers who might benefit from the research, but I'll ask that as suggested.</p> <p>Ms Arcaro: It has been shared with the PC, so education ministers agreed for that to be shared with the Productivity Commission, to feed into their process.</p> <p>Senator HODGINS-MAY: But not providers. Could you please explain how the paid practicum program for teaching students and Commonwealth and state scholarships programs for educators upgrading from diplomas to bachelor programs will interact?</p> <p>Ms Arcaro: I'll have to take that one on notice. I understand that the guidelines for the latter of those are still being determined, but our understanding is that educators will be able to apply for both, probably not at the same time. We know the second one, the scholarships, is means-tested, whereas the workforce one that is run through providers is not.</p>	105	5/06/2024
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SQ24-000741	Department of Education	Steph Hodgins-May	Cheaper Childcare fee increases	<p>Senator HODGINS-MAY: Thank you. I'll go to fees, cheaper child care. The ACCC reported that the average fee increase for fees in 2023 was 10.2 per cent for private providers and 8.1 per cent for not-for-profit providers. Maybe take this on notice if you can't answer now, but could you please provide a range of fee increases? In particular, I'm interested in how many providers had fee increases of above 10 per cent and by how much.</p> <p>Ms Crane: We would have to take that on notice.</p>	105-106	5/06/2024
SQ24-000742	Department of Education	Matthew O'Sullivan	Early Childhood Education course completions and enrolments	<p>Senator O'SULLIVAN: Can I ask about the enrolments into early childhood education fee-free TAFE. We got an answer to a question on notice, SQ24-000361. Is that data that you regularly keep, or do you source that from—</p> <p>Mr Cook: We source that from the Department of Employment and Workplace Relations. Senator O'SULLIVAN: Would you be able to give me updates tonight on that?</p> <p>Ms Arcaro: The most up-to-date numbers that we have are from January 2023 until December 2023. That's the most up-to-date data we have. Those numbers are from the states and territories and indicate that there are 19,200 enrolments in ECEC courses under that program.</p> <p>Senator O'SULLIVAN: You said 19—sorry, the microphone is a little bit soft.</p> <p>Ms Arcaro: I said 19,200.</p> <p>Senator O'SULLIVAN: I'm deaf at the best of times! It's a cavernous room too. To date, how many completions have there been in early childhood education? Previously, on the QON, we had 472. Is there an update to the figure on the number of completions through fee-free TAFE?</p> <p>Ms Arcaro: I would have to take that on notice.</p> <p>Senator O'SULLIVAN: Okay. Since May 2022, how many people have enrolled in an early childhood education university course? From the QON, we had 13,994. Have you got an update on that?</p> <p>Ms Arcaro: I don't have an update with me, so I can take that one on notice as well.</p>	106	5/06/2024

SQ24-000743	Department of Education	Matthew O'Sullivan	Workforce migration	<p>Senator O'SULLIVAN: We had that issue come up yesterday. Thank you. I want to go to workforce migration, if I can before I share the call. With the further increase in the temporary skilled migration income threshold to \$73,000, do you know what kind of effect this would have on the sector? Most educators earn less than that.</p> <p>Mr Cook: The answer is going to be no.</p> <p>Ms Crane: We might have to take that on notice. If we find something in the pack, we will come back to it.</p> <p>Mr Cook: Sorry; what's the question again?</p> <p>Senator O'SULLIVAN: With the further increase to the temporary skilled migration income threshold to \$73,000, do you know what kind of impact that's going to have on the sector? Have you done any—</p> <p>Mr Cook: Any modelling or projections? No.</p> <p>Senator O'SULLIVAN: modelling or projections, given that we know that a lot of early childhood educators are not earning that much money?</p> <p>Ms Crane: We'll see what we can find. We previously answered a similar question a number of sessions ago. We'll see if we have that for you.</p> <p>Senator O'SULLIVAN: While you're looking that up, what sort of reliance on migrants is there in the sector?</p> <p>Ms Crane: From recollection, we are not the same as many other sectors that have a very heavy reliance on migration. There is certainly some, but it is not a significant portion of what this sector uses, in part because of the qualifications that are needed and the standards that need to be met to provide an acceptable level of education and care to children.</p> <p>Senator O'SULLIVAN: Are you working at all with the home affairs department to make sure that we don't lose hundreds of valuable educators?</p> <p>Ms Crane: We are working with Home Affairs.</p> <p>Ms Arcaro: I've found some of those numbers. They're actually from the PC's own modelling and analysis. They found that 28 per cent of migrant early childhood teachers—this is specific to teachers—working in 2021 would have met the new \$70,000 threshold for the TSMIT, compared to 57 per cent prior to the change.</p> <p>Senator O'SULLIVAN: So there are obviously a lot that are not going to.</p> <p>Ms Arcaro: That's right.</p> <p>Mr Cook: I don't know what the numbers are in terms of that percentage.</p> <p>Senator O'SULLIVAN: Is that actually educators, though?</p> <p>Ms Arcaro: That's just teachers.</p> <p>Ms Crane: That's a portion of teachers and then a portion of those.</p>	107-108	5/06/2024
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				<p>Ms Arcaro: The migrant teachers. Senator O'SULLIVAN: So you haven't got the— Ms Arcaro: Total amount? No. Ms Crane: We will take the question on notice.</p>		
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SQ24-000744	Department of Education	Matthew O'Sullivan	Jobs and Skills Australia core skills occupation list	<p>Senator O'SULLIVAN: Minister, given the current workforce crisis, do you think that we should allow qualified educators to come from overseas to work in services around Australia?</p> <p>Senator Chisholm: I certainly know that has been part of what we've been doing in regard to teachers, who have been playing a really important role. I know that there has been some frustration from jurisdictions about the time that takes. We've obviously inherited a significant challenge across the country when it comes to skills. I think we had a pretty good discussion last night with Jobs and Skills Australia about the work they are doing at the same time, and tonight advice has been provided about what the government are doing around workforce issues in the early childhood space.</p> <p>Senator O'SULLIVAN: You did mention Jobs and Skills Australia. They are considering removing childcare workers from the core skills occupation list for migration purposes. Has the department provided a comment on this proposal?</p> <p>Ms Crane: We would have to take that on notice. You're talking specifically about the proposal to remove—</p> <p>Senator O'SULLIVAN: Have you provided anything to Jobs and Skills Australia?</p> <p>Ms Arcaro: In relation to the removal—</p> <p>Senator O'SULLIVAN: Have you provided any comment on the fact that Jobs and Skills Australia is considering removing childcare workers from the core skills occupation list?</p> <p>Ms Crane: We will have to take that on notice. I do not want to mislead you one way or the other on that. We do a lot of work with Jobs and Skills Australia. Whether we have provided specific comment in relation to that as opposed to the broader engagement that we have, I would have to take that on notice.</p>	108-109	5/06/2024
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SQ24-000745	Department of Education	Perin Davey	Educators providing In Home Care	<p>Senator DAVEY: It's my understanding that when In Home Care was established in 2018 the goal was to provide in-home care for about 3,000 places. If we've only 960—why are we not reaching the target?</p> <p>Mr Cook: So places versus families, I think—</p> <p>Senator DAVEY: Sorry, it's 960 families. Some families might have multiple children.</p> <p>Ms Hill: Correct. Quite a lot have.</p> <p>Ms Crane: Ms Hill, do you want to give the number of children as well, not just families, and then perhaps talk about the places?</p> <p>Ms Hill: Yes. I'll just use an example. In the data we provided on notice this morning, the number of families using it over that six-month period was 1,090, but that equated to 1,970 children, so it's almost twice as many children as families.</p> <p>Senator DAVEY: Which is still below the 3,000-odd places that were targeted. I will go back to educators. Could I get the number of educators that are providing in-home care? Have you got that?</p> <p>Ms Hill: No. That's quite a manual process for us to do, but we can look to do that. It will just take us a little while.</p> <p>Senator DAVEY: Can you take it on notice and, when you do it, can you also break it down per state, as with the table you've provided today?</p> <p>Ms Hill: Yes.</p>	112	5/06/2024
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SQ24-000746	Department of Education	Perin Davey	In Home Care Quality and Safety Project	<p>Senator DAVEY: I see the department has \$3.2 million from March 2023 to March 2025 for an In Home Care Quality and Safety Project. Can you talk us through what that project is about?</p> <p>Ms Crane: Yes, sure. The In Home Care Quality and Safety Project aims to introduce measures to improve the quality and safety for the program. It will ensure that children receive high-quality early childhood education and care provided in an environment that is safe for children and educators. We've engaged ACECQA to deliver that project, as they are the independent national authority that assists governments in administering the National Quality Framework for early childhood education and care. We have a final project report due on 28 February 2025.</p> <p>Senator DAVEY: Are these consultants going around doing audits of the home classroom facilities? When it's in-home, how are they assessing safety?</p> <p>Ms Hill: They're working more with the actual services that are engaging educators and providing the service. I attended a workshop that was run a month or two ago. It was basically looking at the National Quality Framework and the standards that are required—training, mentoring and that sort of work. I can't speak to whether they've gone out to homes or services directly but I could look into that.</p> <p>Senator DAVEY: Yes, and any consultation they're having with families who use in-home care, to see if they have opinions about the quality of the service provided.</p>	113	5/06/2024
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SQ24-000747	Department of Education	Perin Davey	October 2023 limited-supply grant round	<p>Senator DAVEY: I will quickly finish off. Is there any new funding in this budget, besides the additional CCCF funding, for early childhood education access in regional, rural and remote areas?</p> <p>Ms Crane: No separate funding. There's the Community Child Care Fund round 4, which we talked about in the last estimates. It's not new money, but it is the \$84 million round that is underway at the moment and is just coming to the end of assessment. We would expect that to be announced imminently.</p> <p>Senator DAVEY: Also, in October last year the government announced successful applicants of the most recent limited-supply grant round. I think that was \$16 million. How much of that money has gone out the door to the services?</p> <p>Ms Hill: I'm not sure I've got that on me, but I do know that all of the grant agreements were executed. That generally means that at least the first payment's been made.</p> <p>Senator DAVEY: If you could take that on notice and get a breakdown of how much has been delivered to each service so far, that would be good.</p> <p>Ms Hill: Sure.</p>	114	5/06/2024
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SQ24-000748	Department of Education	Steph Hodgins-May	Utilisation of early learning centres by refugee and asylum seeker children	<p>Senator HODGINS-MAY: Thank you. You might need to take this on notice, but can you provide data or statistics on the utilisation of early learning services by refugee and asylum seeker children, including any trends or areas for improvement?</p> <p>Ms Crane: We will definitely have to take that on notice. I'm trying to think about whether we have that in the data, but we'll take that on notice and let you know.</p>	115	5/06/2024
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SQ24-000749	Department of Education	Steph Hodgins-May	Complaints to the department - children with additional needs	<p>Senator HODGINS-MAY: Has the department received any complaints from families about providers refusing to take children with additional needs because of purported expense and not being able to afford it?</p> <p>Ms Crane: Not to my knowledge—that we've received correspondence. We have seen media reports of it, but I would have to take on notice whether we've actually received any correspondence.</p> <p>Senator HODGINS-MAY: Thank you very much.</p>	115	5/06/2024
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SQ24-000750	Department of Education	Sarah Henderson	Provider reporting obligations	<p>Senator HENDERSON: Good evening. I just want to refer to reporting obligations. As of 1 July 2023, how many large providers had reported their financial information to the Department of Education?</p> <p>Ms Crane: We'll keep checking that one, if you want to move on to the next question. We are happy to try and answer it while you're here.</p> <p>Senator HENDERSON: I just want to try to ascertain whether you are looking at rates of 100 per cent or close to 100 per cent. I'm just trying to gauge how many large providers are not reporting their financial information.</p> <p>Ms Arcaro: Providers are able to report based on their reporting period, so it would depend on whether they report normally. Some report in a financial year, so they do their financial reporting from June to June. Others do it based on a calendar year. So who has reported when will depend on which one they fall into.</p> <p>Senator HENDERSON: Do you have those statistics?</p> <p>Ms Arcaro: We do somewhere. We can take the number on notice, but, definitely, all of those that were required to report by 1 October last year have done so.</p> <p>Senator HENDERSON: If you could hunt around for that updated data, that would be great.</p> <p>Ms Arcaro: Yes.</p>	115-116	5/06/2024
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SQ24-000751	Department of Education	Sarah Henderson	Provider financial information published on StartingBlocks	<p>Senator HENDERSON: The StartingBlocks website shows information about large providers, but I note that a number of those pages don't have their financial information available. Is that because they haven't provided their information to the department, or is it because there's some issue with uploading their information or there's some other reason?</p> <p>Ms Arcaro: It's because they will not be part of that first reporting period. Only those that reported by October—those based on financial year reporting—will have been put on StartingBlocks. If you had to report by April, which is another subset of those large providers, that information will be provided once they report in that period.</p> <p>Senator HENDERSON: And you're certain that it's only for those reasons—that it's because of the reporting period—and not because of any other compliance issues?</p> <p>Ms Arcaro: Yes.</p> <p>Senator HENDERSON: Why are you certain about that?</p> <p>Ms Arcaro: Because the information has been provided to us. I can definitely take that on notice, but the information has been provided, and my understanding is that it's loaded almost automatically once it's provided to ACECQA on their website.</p> <p>Senator HENDERSON: Alright.</p>	116	5/06/2024
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SQ24-000752	Department of Education	Sarah Henderson	Visits to the StartingBlocks website since the upgrade	<p>Senator HENDERSON: How many visits at the website receive since its revamp? Do you have that data? Or do you have how many visits the website has received for this calendar year?</p> <p>Ms Crane: I'll let you know what we have, which we've provided in that response. Between February 2022 and 29 May 2024—between launch and now—there's been over 21/2 million hits to that. That's the life of that website. We will work through and see what we have got around how many hits since—</p> <p>Senator HENDERSON: How many visits—</p> <p>Mr Cook: Since the upgrade?</p> <p>Senator HENDERSON: Yes, since the upgrade, and also how you define the word 'hit'. Is it just a millisecond or—</p> <p>Mr Cook: 'Visits' is the appropriate word.</p> <p>Ms Crane: 'Visits' is the appropriate word that's being used in here. 'Hit' is my slang for that.</p> <p>Senator HENDERSON: That's okay. I wondered if it was just a flash.</p> <p>Ms Crane: No.</p> <p>Mr Cook: Your visit—</p> <p>Senator HENDERSON: If you could perhaps provide that to us on notice about the number of visits since the revamp.</p> <p>Mr Cook: Sure.</p> <p>...</p> <p>Ms Crane: Senator Henderson, your question was around how many visits there had been to the StartingBlocks website since the updates were made.</p> <p>Senator HENDERSON: That's right.</p> <p>Ms Arcaro: From 20 March until 29 May, the number is 200,872.</p> <p>Senator HENDERSON: How do you define a visit? How long does a visitor stay on the website before they—</p> <p>Ms Arcaro: That's a good question. We will take part that on notice and come back to you. Senator HENDERSON: Is it a hit?</p> <p>Ms Arcaro: My understanding, and I will confirm this, is that it's a certain amount of time that a person stays on the website.</p> <p>Senator HENDERSON: Yes, that's right. It can't just be a millisecond.</p> <p>Ms Arcaro: That's right. We'll take that and come back to you.</p> <p>Senator HENDERSON: Just so we can understand if they are just literally jumping on for a minute or a second—what the actual visit time is.</p>	116-117, 122	5/06/2024
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SQ24-000753	Department of Education	Sarah Henderson	Large provider fee information compliance	<p>Senator HENDERSON: I understand the website now shows fee increases for providers. How is the department collecting that information, and how often are you collecting it?</p> <p>Ms Crane: When you say, 'collecting information'—</p> <p>Senator HENDERSON: The fee increases—how is that being collected and uploaded? Is that being checked? Could you provide details about that.</p> <p>Ms Arcaro: The information is provided to Services Australia as part of the requirements for providers to provide their fee information to Services Australia, who then provides it to ACECQA to upload on their website. As that happens, that's the normal process. ACECQA then does the work behind the scenes to do with the trend analysis. That's how they've been able to do the year-on-year increases that were part of the government's election commitment and the transparency measures. That was part of that upgrade that occurred earlier this year.</p> <p>Senator HENDERSON: What are you doing to make sure that that information is provided in a timely fashion?</p> <p>Ms Arcaro: The requirement under the legislation is that that information is provided to Services Australia within 14 days. The department will regularly do spot checks. I might get Mr Moger to come back to the table. He looks into that kind of work and he can talk about that a little bit further.</p> <p>Senator HENDERSON: Yes. I'm keen to understand if there are compliance issues with that 14 day timeline. Clearly it's very important for families that they know when prices go up, and that those figures are reported in a timely way.</p> <p>Mr Moger: Just building on what was said earlier, essentially providers can be infringed for not meeting their requirement. We provided, in the answer earlier today, that there have been 13 infringements issued during this financial year, but I don't think any of those were for the large provider fee reporting obligation. I think they were just the general fee reporting obligation that applies to all providers.</p> <p>Senator HENDERSON: So, Mr Moger, I'm having trouble hearing. The infringements related to—</p> <p>Mr Moger: There's an obligation for all providers to report fees.</p> <p>Senator HENDERSON: Fees, yes.</p> <p>Mr Moger: So those 13 infringements were issued this year to providers who failed to meet that obligation.</p> <p>Senator HENDERSON: They failed to meet it all—or not within the 14 days?</p> <p>Mr Moger: They failed to meet it at all. But they were not large providers</p>	117-118	5/06/2024
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			<p>subject to the 14 days and year-on-year fee reporting.</p> <p>Senator HENDERSON: What about compliance with large providers?</p> <p>Mr Moger: I'm not aware of any infringements that have been issued to those. We might take that on notice just to check.</p> <p>Senator HENDERSON: Could you take it on notice.</p> <p>Mr Moger: Yes.</p> <p>...</p> <p>Ms Arcaro: I have the number of providers for you, if you wanted to go back, Senator?</p> <p>Senator HENDERSON: Yes, please.</p> <p>Ms Arcaro: There were 34 that provided their financial information for the 2022-23 financial year. All of the for-profits' revenue and profit information has been put on StartingBlocks. The others have not.</p> <p>Senator HENDERSON: Could you just repeat that? I didn't quite hear that.</p> <p>Ms Arcaro: Thirty-four provided their information as part of the financial viability framework. They provided that for the 2022-23 financial year. Of the ones that have to report by October, 34 did. They were required to; they have done so. For all the for-profits within that 34 bucket, their information in relation to revenue and profits has been put on StartingBlocks.</p> <p>Senator HENDERSON: So there are no compliance issues of which you are aware? Ms Arcaro: That's right.</p> <p>Senator HENDERSON: If you could take on notice any other information you might be able to provide in that respect that would be terrific.</p>		
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Sq24-000754	Department of Education	Sarah Henderson	Providers charging excess fees	<p>Senator HENDERSON: Has either minister expressed any concern about any provider charging well above the hourly cap?</p> <p>Ms Crane: I think both ministers, at various times, have gone on record around fee practices, increases and the like, without talking about specific providers. They've also backed in the work of the ACCC which was talking around some of the things that might be needed obviously when the broader reforms come into play. In that context, yes, both have talked about the importance of that. Minister Clare has certainly talked about the naming and shaming, as was discussed earlier, but, as to the details of a specific measure, a specific percentage and a list—no.</p> <p>Senator HENDERSON: In the last round of estimates, we asked if the department could provide a list of those who were charging fees in excess of the average. The advice we received was that this was outside your remit within family assistance law. Can I please query that advice? If you're putting that information on the StartingBlocks website, why can't this information be provided to this committee?</p> <p>Ms Crane: I'm happy to take that on personally—to go back and review and double-check this response.</p> <p>Senator HENDERSON: Thank you. I do really appreciate it, because it doesn't seem consistent with the scope of the department's obligations.</p>	118	5/06/2024
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SQ24-000755	Department of Education	Sarah Henderson	Data on providers charging excess fees	<p>Senator HENDERSON: Thank you. I do really appreciate it, because it doesn't seem consistent with the scope of the department's obligations. Is there any information that you can provide in relation to those providers charging more than the average?</p> <p>Ms Crane: I don't think anyone at the table would have that. It's not a piece of analysis that we have done at the moment.</p> <p>Senator HENDERSON: So you don't have any insight or a list of those who are—let's face it—basically gouging families?</p> <p>Ms Crane: We don't have that information with us—I'm looking around the table to make sure my answer is accurate—on any of those percentages. In terms of the 'gouging' comment, the ACCC indicated in its report that it did not find any evidence of gouging, despite fees going up. The report indicated that the primary drivers for fees going up for both for-profit and not-for-profit providers was the increasing cost of labour.</p> <p>Senator HENDERSON: If you could take that on notice. If you don't collect that data, I would ask that you do collect it for the purposes of the committee—if you could provide that data to the committee, assuming that you do hold it.</p> <p>Ms Crane: I'm happy to take that on notice.</p> <p>Senator HENDERSON: Obviously, if you've got the raw data, then we would ask you to provide details of the providers who are charging well above the hourly cap or above the average.</p>	118	5/06/2024
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SQ24-000756	Department of Education	Sarah Henderson	CCS Approval Timeframes For Family Day Care Services	<p>Senator HENDERSON: ... What is the average wait time for a long day care provider to receive child care subsidy approval, please?</p> <p>Mr Moger: I've got some figures. The wait time varies from application to application. The average wait time is about six to eight weeks from receipt of a complete application through to finalisation of that application. Often what we see is applications that aren't complete—they're missing documents—so sometimes those timeframes can be longer.</p> <p>Senator HENDERSON: That's for long day care?</p> <p>Mr Moger: Yes.</p> <p>Senator HENDERSON: Is it the same wait time for family day care?</p> <p>Mr Moger: Family day care tends to be a little bit longer than that. I haven't got an average wait time for family day care basically because, in the assessment process, there are some additional risks and things we need to consider in those care types, so they do tend to take a bit longer than the six to eight weeks that I mentioned.</p> <p>Senator HENDERSON: So are we talking about a couple of months?</p> <p>Mr Moger: I haven't got an average figure. To get a precise figure, I'd have to take that on notice.</p> <p>Senator HENDERSON: Could you please get that and provide that on notice?</p>	119	5/06/2024
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SQ24-000757	Department of Education	Sarah Henderson	Canopy Early Education, Dakabin QLD	<p>Senator HENDERSON: I want to raise the case of Canopy Early Education in Dakabin, Queensland, which has been waiting five months for CCS approval. I understand the centre changed ownership and changed its name, but it was previously operating as a service. Do you know about this case and why it has taken so long?</p> <p>Mr Moger: No, I would have to take that on notice—a specific case. Where it's a longer timeframe like that, often the documents that have been submitted are incomplete so there's a backwards and forwards with providers that tends to push out the timeframe. But, to look at a specific case, I'd need to take it on notice.</p> <p>Senator HENDERSON: Could I ask you to look at that particular case and also to come back to us on why we've got those sorts of delays, particularly for a provider that obviously was previously operating? Five months, I would put to you, is an unacceptable timeframe when you're trying to run a business and trying to make sure that your business is viable. Waiting for that sort of approval is very, very onerous on the owner.</p> <p>Mr Cook: Was it a change of owner, do you know?</p> <p>Senator HENDERSON: It was a change of ownership and name. My advice is the early learning centre had previously operated as a service.</p> <p>Mr Cook: It might just be different personnel, and we'd have to make sure that they've got a whole range of things on, from working-with-children checks right through, I think.</p> <p>Senator HENDERSON: The issue is that these families are caught paying full costs without access to the child care subsidy, which is very, very onerous. Most families are already really suffering with cost-of-living pressures, and this is even worse for those families.</p> <p>Ms Crane: We'll go back and read the Hansard to get the details. We're very happy to work with that service to understand what the delays might be. I think, to Mr Cook's point, it may not be a new service to those families who are accessing it, but, where somebody new is taking that over, we—as do the state and territory governments—have a responsibility to ensure that child safety is put first, so those checks and balances go to: is the person an appropriate person with management or control? And that's not just to receive the child care subsidy but actually to adhere to the National Quality Framework and the regulatory standards that are in place as well.</p> <p>Senator HENDERSON: This issue has been raised with both Minister Clare and Minister Aly by the very hardworking member for Longman who wrote to both ministers on 17 May. The ministers already have this letter. Mr Young says in</p>	119-120	5/06/2024
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			<p>his letter that the delays in processing the CCS application are costing Canopy \$55,000 per week, so they're also seeking information as to whether they will be backpaid when the application is approved, because this is causing huge financial stress.</p> <p>Mr Cook: Until we know more detail about the centre, I just don't think it's appropriate for us to comment. There may be particular reasons in relation to information that we're seeking that we may not have received. It's the only thing I can assume, based on the length of this. We'll certainly take this on notice. I've never seen this letter. It was two weeks ago, and I haven't seen this letter, but we'll take it on notice and see what we can do.</p> <p>Senator HENDERSON: Have you got a copy of the letter?</p> <p>Mr Cook: We do now, thank you, Senator.</p> <p>Senator HENDERSON: Good. I would really appreciate it.</p> <p>Mr Cook: Sure—I totally understand.</p> <p>Senator HENDERSON: This is causing enormous financial stress for the owner and also for families. Could you please make this the highest priority in terms of assessing what the issues and resolving it?</p> <p>Secretary, is it open to the government to back-pay what has been lost? It is very, very significant.</p> <p>Mr Cook: I'm not aware. Again, I don't know the details of this at all. It would be inappropriate for me to comment on things I just don't know about, I'm afraid.</p> <p>Senator HENDERSON: Just as a matter of something under your regulations, is that open to the government to do?</p> <p>Mr Moger: The application can be backdated to the date of receipt. It might take awhile to assess the application, but, when it's approved, the date of effect is a date from the past—</p> <p>Senator HENDERSON: It can be backdated to the date that the application was made?</p> <p>Mr Moger: Correct.</p> <p>Senator HENDERSON: The application was made on 18 March. That will be of some important reassurance for the owners of this centre. Again, thank you very much. I really appreciate you addressing this as high urgency.</p> <p>Mr Cook: We totally understand the situation.</p> <p>Senator HENDERSON: Thank you very much.</p>		
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SQ24-000758	Department of Education	Matthew O'Sullivan	Office for Youth staffing profile	<p>Senator O'SULLIVAN: How many roles does the Office for Youth currently have?</p> <p>Ms Sandlant: The staffing profile?</p> <p>Senator O'SULLIVAN: Yes.</p> <p>Ms Sandlant: We have 13.9 ASL in the Office for Youth plus an additional dedicated communications officer at the EL1 level, so 14.9 all up.</p> <p>Senator O'SULLIVAN: Can you give us a breakdown of APS 4, 5, 6, EL1 and EL2.</p> <p>Ms Sandlant: I'd have to take the exact breakdown on notice but I can tell you that it's got an assistant secretary, which is me, and it's got two teams. It has two EL2s and then I'd have to take on notice the breakdown of each of those teams.</p>	122	5/06/2024
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SQ24-000760	Department of Education	Penny Allman-Payne	Overfunding of non-government schools	<p>A Department “Hot Topics” estimates briefing released in April under FOI (D24-1106971) shows that 40% of non-government schools were overfunded by the Commonwealth at a cost of \$2.5 billion in 2023 (p.223). Please provide a breakdown of this overfunding, specifically:</p> <p>a. A list of schools receiving excess funding, including their state and their School ID/ACARA SML ID, and how much that excess funding is, including the future excess funding for each year out to 2029.</p> <p>b. Which approved authorities the excess funding is going to and how much they’re receiving, including the future excess funding for each year out to 2029.</p> <p>c. The distribution of excess funding by state and territory, including the future excess funding for each year out to 2029.</p> <p>d. The distribution of excess funding by sector in each state and territory, including the future excess funding for each year out to 2029.</p> <p>e. The number of schools that will be overfunded for each year out to 2029.</p>		19/06/2024
SQ24-000761	Department of Education	Penny Allman-Payne	South Australian non-government schools one-off transitional funding	<p>A Department “Hot Topics” estimates briefing released in April under FOI (D24-1106971) showed that the Commonwealth provided “one-off transitional funding” amounting to \$24 million to non-government schools in South Australia because of reporting errors made by those schools that saw them incorrectly claim recurrent funding they were not eligible for.</p> <p>a. How was this decision made and who made it? Please provide details of all correspondence in relation to this decision.</p> <p>b. Please provide a list of which schools received funding under this arrangement and how much they received.</p> <p>c. What are the reporting and transparency requirements of this one-off</p>		19/06/2024

				<p>funding arrangement?</p> <p>d. Please provide details of previous arrangements where one-off funding was provided to non-government schools for reporting errors.</p> <p>e. Have the schools been counselled on their errors and provided advice on how to avoid making the same mistakes again?</p> <p>f. What other steps have been put in place to prevent this occurring again?</p>		
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SQ24-000762	Department of Education	Penny Allman-Payne	Improving Outcomes for All report	<p>1. Please provide details about any work the Department has done on preparing for and implementing recommendations 2A (ii) and (iii) of the Improving Outcomes for All report.</p> <p>2. The Improving Outcomes for All report found that: “Concentrations of disadvantage not only undermine the capacity of schools to build diverse communities of future citizens but also lead to poorer learning outcomes for students experiencing disadvantage” (p.79). Is the department conducting its own analysis of this issue? If so, does its analysis support this finding?</p>		19/06/2024
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SQ24-000763	Department of Education	Penny Allman-Payne	Homeschooled students	Please provide national data on the number and rate of students being homeschooled, including historical data from 2010. If possible, please provide a breakdown of this data by state.		19/06/2024
SQ24-000764	Department of Education	Penny Allman-Payne	Distance education students	Please provide national data on the number and rate of students attending distance education, including historical data from 2010. If possible, please provide a breakdown of this data by state.		19/06/2024

SQ24-000765	Department of Education	Penny Allman-Payne	School funding and enrolment projections	<p>Please update the tables in Department of Education Question No. SQ23-000357 Attachments A and B in light of changes to predicted Government, Catholic and Independent school funding announced in the 2024-25 budget and the enrolment projections used to calculate the total funding amounts included in the budget:</p> <p>a. What is the total and per student estimated Commonwealth funding for Government schools in each state and territory from 2023 to 2029? For each year please also provide the Commonwealth and State/Territory proportion of SRS.</p> <p>b. What is the projected Commonwealth SRS share for Catholic and Independent schools in each state and territory for each year from 2023 to 2029 along with the total and per student funding? Please provide Catholic and Independent School figures for each state and territory and combined non-government state and territory figures.</p> <p>c. What is the estimated fully loaded SRS amount per student dollar amount for Government, Catholic and Independent schools in each state and territory for each year from 2023 to 2029?</p> <p>d. Please provide the Department of Education's most recent enrolment projections for Government, Catholic and Independent schools in each state and territory for each year from 2023 to 2029.</p>		19/06/2024
SQ24-000766	Department of Education	Penny Allman-Payne	Students with disability	<p>Please update all attachments in Department of Education Question No. SQ23-000367 in light of changes to predicted Government, Catholic and Independent school funding for Students with Disability announced in the 2024-25 budget and the enrolment projections used to calculate the total funding amounts included in the budget. Please ensure that the following is provided for each year of the forward estimates:</p> <p>a. Funded Student With Disability Full-Time Equivalent Enrolments by Approved Authority and State/Territory</p>		19/06/2024

				<p>b. Estimated Student With Disability loading of Commonwealth funding by Approved Authority and State/Territory</p> <p>c. Total Student with Disability Loading paid per sector by state and territory</p> <p>d. Total Student with Disability Loading paid per sector by state and territory Per Student</p>		
SQ24-000767	Department of Education	Penny Allman-Payne	Nationally Consistent Collection of Data	Please provide the projected total number of students in each of the four Nationally Consistent Collection of Data (NCCD) categories by school sector and State/Territory for each year of the forward estimates.		19/06/2024
SQ24-000768	Department of Education	Penny Allman-Payne	Capacity to Contribute	<p>1. Please provide the Capacity to Contribute (CTC) scores and the median parental income amount for all Catholic and Independent schools that received a CTC score in 2023 and 2024.</p> <p>2. Please provide the median parental income amount for each quartile for each school that received a CTC score in 2023 and 2024. Please do not limit, group or tail median incomes.</p> <p>3. Refer to SQ24-000303 - DMI and CTC scores. Please provide additional granularity to this data by providing the same list by state and school sector.</p>		19/06/2024

SQ24-000769	Department of Education	Penny Allman-Payne	Teach for Australia - Cost per student details	Please provide the most up-to-date data on the average cost to the Commonwealth per student in the Teach for Australia program, specifically: a. Average cost per commencing student b. Average cost per completing student c. Average cost per student still teaching in a classroom		19/06/2024
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SQ24-000770	Department of Education	Penny Allman-Payne	Non-government school pay scales data	Please provide the most up-to-date data on pay scales for principals, school leaders and teachers in the non-government sectors.		19/06/2024
SQ24-000771	Australian Curriculum, Assessment and Reporting Authority	Penny Allman-Payne	ACARA Enrolment Data	<p>Please provide the following enrolment information:</p> <ul style="list-style-type: none"> a. The total number of students by SEA quartile in public, Catholic and Independent schools by state and territory and Australia; b. The total number of Indigenous students in public, Catholic and Independent schools by state and territory and Australia; c. The total number of students in remote area schools in public, Catholic and Independent schools by state and territory and Australia; d. The total number of students in very remote schools in public, Catholic and Independent schools by state and territory and Australia; e. The total number of LBOTE students in public, Catholic and Independent schools by state and territory and Australia. 		19/06/2024

SQ24-000772	Australian Curriculum, Assessment and Reporting Authority	Penny Allman-Payne	ACARA Naplan Data	<p>Please provide an explanation as to why ACARA provides NAPLAN data to the media before making the information available to the public.</p> <p>a. Who was responsible for this decision?</p> <p>b. How long has this process been in place?</p> <p>c. Have you ever undertaken any internal reviews of this process?</p> <p>d. Have you ever reconsidered this process?</p>		19/06/2024
SQ24-000773	Department of Education	Mehreen Faruqi	Paid placements	<p>Senator FARUQI: How many students are currently undertaking a mandatory paid placement as part of their higher education?</p> <p>Mr Rimmer: In the field of study that we're addressing here—</p> <p>Senator FARUQI: I'm talking about the total.</p> <p>Mr Rimmer: We might have to take that question on notice. I wouldn't want to give you a misleading answer.</p> <p>Senator FARUQI: According to the government, and the policy that they have for the three degrees, it's 73,000 students; am I right?</p> <p>Mr Rimmer: It's 68,000 higher education students and 5,000 VET students. So, 73,000 is the right number, but that covers VET as well.</p> <p>Senator FARUQI: So, you know that number, but you don't know the overall mandatory number? If you could take that on notice and come back to me. Do you not have any idea? Is it in the hundreds of thousands or you would have no idea?</p> <p>Mr Rimmer: We don't routinely collect that number. There are also some definitional issues involved at the boundary about what counts as mandatory and otherwise. I would want us to take that on notice and we'll do our best to provide a response.</p>	13-14	6/06/2024

SQ24-000774	Department of Education	Sarah Henderson	Minister for Education Letter from the Vice-Chancellor of University of Sydney to the Attorney-General	<p>Senator HENDERSON: Are you familiar with the—and I could direct this to the minister as well—letter written by the Vice-Chancellor of University of Sydney, Mark Scott, and Peter Hoj to the Attorney-General requesting formal advice on whether the call for an intifada was a breach of federal law?</p> <p>Mr Cook: I am aware of the letter.</p> <p>Senator HENDERSON: Was the Minister for Education copied into that letter?</p> <p>Mr Cook: Yes, he was.</p> <p>Senator HENDERSON: Could you please table a copy of that letter?</p> <p>Mr Cook: I've got that here. I'm happy to table it.</p> <p>Senator HENDERSON: The Attorney-General didn't provide advice. What do you say about the use of terms such as 'intifada' on a university campus?</p> <p>Mr Cook: You're asking for an opinion?</p> <p>Senator HENDERSON: I'm asking whether in the view of the government—</p> <p>Mr Cook: I'm not the government.</p> <p>Senator HENDERSON: I know who you are, Secretary—please.</p> <p>Mr Cook: You're asking for an opinion. I'm just clarifying: are you asking my personal opinion?</p> <p>Senator HENDERSON: I'm asking whether there was any response from the Education Minister in relation to that letter?</p> <p>Mr Cook: The letter was addressed to the Attorney-General, and the Attorney-General responded to that letter on 9 May this year.</p> <p>Senator HENDERSON: Yes, I understand that. Did the Minister for Education provide any response or express any view on that?</p> <p>Mr Cook: I'm not aware of the minister's—</p> <p>Senator HENDERSON: Minister, are you able to enlighten the committee on whether the minister expressed any view on that issue?</p> <p>Senator Chisholm: On the letter to the Attorney-General?</p> <p>Senator HENDERSON: That's right.</p> <p>Senator Chisholm: I'm not aware. I'd have to take that on notice.</p>	15	6/06/2024
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SQ24-000775	Department of Education	Sarah Henderson	Minister for Education TEQSA action in relation to hate and incitement on university campuses	<p>Senator HENDERSON: We mentioned this yesterday, and there was a lot of controversy about the Minister for Education's statement about 'intifada' and 'river to the sea' meaning different things to different people. You did say on the record yesterday that the minister erred in what he said. I accept that. Do you have a view, Minister, on the use of terms or yelling slogans such as 'intifada' on university campuses, whether that should be accepted or allowed?</p> <p>Senator Chisholm: Any phrase that stokes intolerance or division or hate should not be used.</p> <p>Senator HENDERSON: Does that include the word 'intifada'?</p> <p>Senator Chisholm: That would be my view, yes.</p> <p>Senator HENDERSON: That is frequently being used on university campuses. There seem to be no repercussions for that. What do you say to that?</p> <p>Senator Chisholm: Obviously that's open for authorities to take action on.</p> <p>Senator HENDERSON: In relation to TEQSA, the regulator, has TEQSA taken any action in relation to the hate and incitement on university campuses?</p> <p>Senator Chisholm: You'll be able to put that to them tonight.</p> <p>Senator HENDERSON: I imagine that TEQSA would be communicating with the minister. You're not aware that they've taken any action?</p> <p>Senator Chisholm: I know the minister has been in regular contact with TEQSA and has met with them about their obligations. I'm happy to take on notice if I can provide any further information.</p>	15-16	6/06/2024
SQ24-000776	Department of Education	Sarah Henderson	Minister for Education Consequences for universities which have failed to enforce their codes of conduct	<p>Senator HENDERSON: That's my very point, because universities have not been on many occasions enforcing their codes of conduct. They have not been ensuring that there are misconduct proceedings against students who intimidate, harass or discriminate in many cases. I would put to you that the universities have not stepped up, not met their obligations, and so I would ask you, Minister, to provide this committee with information as to the deficiencies of universities and whether you're concerned about this?</p> <p>Senator Chisholm: We've been crystal clear that universities should enforce their codes of conduct. That's our expectation of them. That's the expectation of the regulator in terms of the role that we expect them to play as well. That's what the minister has been absolutely clear on.</p> <p>Senator HENDERSON: He said the words, but what are the consequences? The fact is that universities have not enforced their codes of conduct in many cases. What are the consequences of that?</p> <p>Senator Chisholm: That initially starts with TEQSA as the regulator. I'm not aware that they've provided any recommendations for the government to act on.</p>	16	6/06/2024

				<p>Senator HENDERSON: Has TEQSA taken any action against any university?</p> <p>Senator Chisholm: We'll be able to put that to them tonight.</p> <p>Senator HENDERSON: You don't know?</p> <p>Senator Chisholm: I don't know, no.</p> <p>Senator HENDERSON: Could you take that on notice and find out and come back to the committee?</p> <p>Senator Chisholm: No; we'll just ask them tonight.</p> <p>Senator HENDERSON: No, I'm asking you. I'm asking the government, because the buck stops with the government.</p> <p>Senator Chisholm: They're here tonight.</p> <p>Senator HENDERSON: No, I'm asking you, Minister. I'm not going to have you duck and weave on this. I'm asking whether your government is aware of whether there have been any repercussions for universities which have failed to enforce their codes of conduct? What action has your regulator taken, if any?</p> <p>Senator Chisholm: I'm happy to take it on notice. But we can also ask them tonight. They're going to be here. Senator HENDERSON: I'm going to be doing that as well, but I'm asking you. You're the government. Senator Chisholm: I understand that. That's why we've been taking the action we have.</p> <p>Senator HENDERSON: I would ask you to take that on notice and come back to the committee as soon as possible.</p> <p>Senator Chisholm: I already have.</p>		
SQ24-000777	Department of Education	Larissa Waters	Expert Working Group membership - National Code discussion paper	<p>Senator WATERS: I was pleased to see funding in the budget for the ombudsman and also for the code. I have some questions about the development of the code. Who is drafting that?</p> <p>Ms Donegan: The code has been drafted internally by the department. There is a discussion paper that we released on 29 May, last week, and that discussion paper outlines the seven standards within the code. Give me a moment and I'll get to what those seven standards are.</p> <p>Senator WATERS: Can I just ask first about the personnel? So, that's an internal unit. Do you have any experts involved in the drafting?</p> <p>Mr Rimmer: Yes, we do. The government provided resources to the department to establish a new unit. In fact, it will be a new branch within the department. We're currently recruiting for the assistant secretary role, who will be in charge of that new branch. We've been very clear in the job advertisement and elsewhere that part of the selection criteria are demonstrated expertise in gender based violence and some other matters. We've made it very clear both externally and internally that will be a</p>	21-22	6/06/2024

			<p>mandatory aspect of the recruitment process. We've had a lot of engagement with some of the stakeholders groups to encourage them to use their networks and contacts to encourage people to apply for that role. The team working on the code also involves some expertise on these matters, and we're very focused on the consultative process. This has been a very open and engaged consultative process now really going right back to September last year. I can't even remember when we started on this journey. That's been incredibly useful to us in doing this work and making sure that it hits the right mark.</p> <p>Senator WATERS: Can you confirm that the drafting will be done internally, but you're still recruiting for the role? Whom helped draft the discussion paper, if you haven't actually populated that new expert led unit yet?</p> <p>Mr Rimmer: There is already a team in place. That team has expertise. That team is augmenting its resources as needed, including through consultation. We're deeply involved in ongoing consultation with Our Watch, with End Rape on Campus—with a range of the relevant organisations. We're also now recruiting for the person who will be the ongoing leader of that team.</p> <p>Senator WATERS: You just referenced a few of the stakeholders, the STOP Campaign, End Rape on Campus. Have they been engaged in the drafting? Were they engaged in the development of the discussion paper? What's the systemic way that you will incorporate their feedback into the drafting of the code?</p> <p>Ms Donegan: We have established an expert working group. The expert working group has very wide membership. It includes Ms Sharna Bremner, End Rape on Campus; Ms Camille Schloeffel, the STOP Campaign; and Ms Renee Carr, Fair Agenda. It also includes student and staff representatives: Ms Ngaire Bogemann, National Union of Students; Ms Yeganeh Soltanpour, Council of International Students; and Dr Alison Barnes, the National Tertiary Education Union. It also includes frontline student services: Ms Stephanie Taylor, the Australian and New Zealand Student Services Association; Ms Nicole Lambert, the National Association of Services Against Sexual Violence; Ms Cara Gleeson, together with Ms Claire Tatsau, from Our Watch; and Dr Lisa Warren, Code Black. It also includes regulation experts: Dr Allison Henry, the Australian Human Rights Institute, at UNSW, and Professor Kerri-Lee Krause. It also includes the higher education sector: Professor Carolyn Evans, Universities Australia and Griffith University; Professor Sharon Pickering, Monash University; Professor Jessica Vanderlelie, La Trobe University; and Dr Eve Ollerenshaw, from NextEd Group Limited, and an IHEA board member. It also includes—</p>		
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				Senator WATERS: Can I just interrupt there. I'm sorry. Would you be able to perhaps table the membership?		
SQ24-000778	Department of Education	Larissa Waters	National Code consultation participants	<p>Senator WATERS: In short, they will give feedback on the draft. I was going to ask whether you have any other means of engaging directly with students and victim survivors in the development of the code or are you just using the representatives on that expert working group?</p> <p>Ms Donegan: No. We've established a very targeted consultation process. In fact, we had targeted consultations with students yesterday. I'm told it was a very good meeting, and they ran out of time so we're establishing another one. We have further consultations with LGBTIQ+ groups, higher education peaks, vice-chancellors, disability groups, First Nations groups, and culturally and linguistically diverse groups. We're also working with the purpose built student accommodation providers and the Asia Pacific Student Accommodation Association.</p> <p>Senator WATERS: Could you please, on notice, provide me with how the participants in that additional consultation process were selected and how you're advertising, if it's an open process, to students that's an avenue that might be open to them?</p>	22	6/06/2024
SQ24-000779	Department of Education	Larissa Waters	Staff training levels for the draft National Code	<p>Senator WATERS: I do have some further questions about that, but just, firstly, as to the expert led unit that you said is developing the draft code, are all of the folk in that unit trauma informed? Have they had particular training? Is that a mandatory requirement for people working in that, as you described it, new branch?</p> <p>Mr Rimmer: I'll answer that in two parts. Our aspiration is that when the unit is up and running, fully staffed, led by the new person we're going to recruit, it</p>	22	6/06/2024

				<p>meets all of those objectives, that it is trauma informed, has deep expertise and wide connections. And also that it has the appropriate regulatory expertise, because we are establishing what is a regulatory intervention. That's the point of the code. We also need to make sure that we have expertise on that. We're in a process of transition from what you might describe normal departmental operations into that new unit. The funding was made available for the new unit in the budget, which is now three weeks ago. There is a transition. All of the staff in the team are excellent staff and excellent people, but I could not honestly say that every one of the staff in the higher education group has training and experience in trauma informed approaches to gender based violence.</p> <p>Senator WATERS: I appreciate your frankness. Could you take on notice, please, the level of training of the existing folk? I hear that your aspiration is to have everybody properly trained in future. That's appropriate. I'm keen to know what the existing level of expertise is since they've developed the first draft or at least the first discussion paper around the code. When will the code actually be complete? Firstly, the drafting process, and secondly, then, the culmination of that legislative process to give it enforceability?</p>		
SQ24-000780	Department of Education	Larissa Waters	Student accommodation providers	<p>Senator WATERS:.....Could I ask you to take on notice for me, please, the proportion of student accommodation providers that are owned by or operated by unis versus those that aren't? I'm keen to see how much of this space will continue to be unregulated until you have the time to get it done.</p> <p>Mr Rimmer: Certainly we can take that on notice, and it is a matter that we're already pursuing with some urgency.</p>	24	6/06/2024

SQ24-000781	Department of Education	Sarah Henderson	Minister for Education Letter from TEQSA to universities	<p>Senator HENDERSON: Secretary, I want to move to the letter written by the Tertiary Education Quality and Standards Agency, TEQSA, titled 'Protecting student and staff safety and wellbeing at Australian universities'. You've just tabled the draft of that letter, dated 24 May. Can I confirm with you; when was that letter sent?</p> <p>Mr Cook: It was sent on 10 May.</p> <p>Senator HENDERSON: To which organisations was it sent?</p> <p>Mr Cook: There were two letters, to the best of my knowledge, to all universities and also to all non-university providers. So it was to all tertiary education providers; that's my understanding. TEQSA can correct that tonight if need be, but my understanding is there was a university version and a non-university version as well.</p> <p>Senator HENDERSON: So we have the university version?</p> <p>Mr Cook: I think it was exactly the same. It's just that the first one says subjects about Australian universities. I think the second one would have talked about Australian non-university providers. The language on the one about university talks about universities. The language in the second letter would have talked about higher education providers rather than universities. That's the only difference, in my understanding.</p> <p>Senator HENDERSON: Why did it take so long to send this letter? Do you know? Eight months after the 7 October Hamas terrorist attack?</p> <p>Mr Cook: Anything to do with this letter—you'd have to ask TEQSA this. This is their agency. They don't report to me. They're an independent agency. You'd have to ask TEQSA these questions.</p> <p>Senator HENDERSON: Was this letter sent at the direction of the minister?</p> <p>Mr Cook: I don't know. I'm sorry. You'd have to ask TEQSA.</p> <p>Senator HENDERSON: Are you aware whether this letter was sent, or did you discuss this matter?</p> <p>Mr Cook: I'm aware it was sent. That's why I tabled it.</p> <p>Senator HENDERSON: Please let me finish my question. Are you aware, in terms of having any discussion with the minister in relation to the sending of this letter, or was the minister completely removed from this process?</p> <p>Mr Cook: As my evidence indicated this morning, the minister met with TEQSA in relation to the matters and it's my understanding this letter was discussed in that meeting. I did raise that and did provide that evidence this morning.</p> <p>Senator HENDERSON: Did the minister ask for this letter to be sent?</p> <p>Mr Cook: I wasn't in the meeting. I don't know the details.</p> <p>Senator HENDERSON: Minister, are you aware of any information in that</p>	24-25	6/06/2024
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				<p>respect?</p> <p>Senator Chisholm: No, other than—I think it's on the record—the secretary mentioned that the minister did meet with TEQSA on 8 May regarding actions the regulator was taking to ensure student and staff safety on campus. But I obviously wasn't at the meeting.</p> <p>Senator HENDERSON: Minister, are you aware of any requests by the Minister for Education in relation to sending a letter of this nature requiring universities to comply with the threshold standards?</p> <p>Senator Chisholm: Sorry? Can you repeat that?</p> <p>Senator HENDERSON: Are you aware of any request by the Minister for Education to TEQSA requiring TEQSA to write to universities requiring them to comply with the threshold standards?</p> <p>Senator Chisholm: I'm aware of the meeting the minister had on 8 May 2024 where he met with TEQSA around the actions the regulator was taking to ensure student and staff safety on campus. I don't have anything further to add to that meeting. I'm happy to provide anything else I can on notice.</p> <p>Senator HENDERSON: Okay—if you could</p>		
SQ24-000782	Department of Education	Sarah Henderson	Minister for Education Updates from TEQSA	<p>Senator HENDERSON:surely, it's in the government's interests to make sure that universities are responding to and complying with the fortnightly deadline and that you have a good understanding about what's going on on university campuses.</p> <p>Senator Chisholm: It may be helpful to tell you that I've been advised that, in the meeting that I mentioned on 8 May with Minister Clare and TEQSA, he did ask to be kept updated with the work that TEQSA are doing on this matter.</p> <p>Senator HENDERSON: Could I have a copy of how the minister is being updated; how has the minister been kept updated?</p> <p>Senator Chisholm: He asked at that meeting to be kept updated.</p> <p>Senator HENDERSON: So how has he been kept updated to date?</p> <p>Senator Chisholm: I'd have to take that on notice.</p> <p>Senator HENDERSON: Has he received an email, a report or a summary; could you let me know how he's being updated?</p> <p>Senator Chisholm: I've already taken that on notice.</p>	26	6/06/2024

SQ24-000783	Department of Education	Sarah Henderson	Minister for Education HECS indexation changes	<p>Senator HENDERSON: Thank you very much, Chair. In conclusion, Minister, I can only assume that you don't have any date for the enacting of these HECS indexation changes. In relation to these HECS indexation changes, I would ask that, on notice, you provide all relevant correspondence, materials and briefing notes, informal and formal, between the ATO, the minister's office and the department.</p> <p>Senator Chisholm: I'm happy to take that on notice..</p>	30	6/06/2024
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SQ24-000784	Department of Education	Tammy Tyrrell	State and territory initiatives for paid placements	<p>Senator TYRRELL: Rural and regional students usually find it harder to do mandatory prac placements than students in cities; they sometimes have to travel long distances or relocate in order to do the training. Did the department consider any extra assistance for those rural and regional students who won't be eligible for the prac payments?</p> <p>Mr Rimmer: That matter was discussed in the accord process. There are a range of challenges about definitions and getting the right targeting and the right focus in an environment where money isn't unlimited that are also relevant to that question. But the answer is: yes, that matter was considered in the accord process.</p> <p>Mr Nordstrom: Just to add to Mr Rimmer's comments there, in formulating the government's response and our advice to the minister, we were also conscious of state and territory initiatives that already exist, many of which will have a regional angle to them. It's the absolute intent—I think the minister has been very up-front about this—that the new prac payment will operate alongside existing state and territory initiatives; it's to complement, not to replace. We want to see that complementarity maintained.</p> <p>Senator TYRRELL: Am I able to get data on the previous payments to Tasmanian students?</p> <p>Mr Rimmer: As in the Tasmanian government payments to Tasmanian students?</p> <p>Senator TYRRELL: I suppose that I should ask them. Hello: state versus federal again.</p> <p>Mr Rimmer: We have some of that information and we can take that on notice.</p>	35	6/06/2024
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SQ24-000786	Department of Education	Matthew O'Sullivan	University administration of Commonwealth practicum payments	<p>Senator O'SULLIVAN:If the university is making the payment, who covers insurances and those sorts of protections that a worker would normally be receiving?</p> <p>Mr Rimmer: The arrangement doesn't create an employment relationship. In fact, it's explicitly the opposite. There's an existing provision in the Fair Work Act that covers vocational placements. Mandatory pracs already have to meet that requirement; they already have to meet those provisions of the Fair Work Act. There's no proposal to change that. No employment relationship is being created; it's certainly not being created through this payment. It's not an income support payment. It's not a wage replacement payment. It's a support payment that's designed to address cost of living for students while they are on practicum.</p> <p>Senator O'SULLIVAN: Presumably then the universities will have to stand up a system, a process, to enable this. It's potentially quite an administrative burden for them. Is the department going to support them in any way? Will any central IT be created to enable it? What was the thinking there?</p> <p>Mr Rimmer: Effectively an administrative payment will be made, which will go to universities with respect to each payment they make. We've had initial discussions with—</p> <p>Senator O'SULLIVAN: Sorry; as in each fortnightly payment or monthly payment?</p> <p>Mr Rimmer: Each \$319.50 weekly payment will attract a payment of, I think, \$6-something.</p> <p>Senator O'SULLIVAN: Can you come back to us with an accurate figure?</p> <p>Mr Rimmer: It's five per cent of \$319.50, so whatever that is.</p> <p>Senator O'SULLIVAN: So five per cent will go as an admin levy?</p> <p>Mr Rimmer: On top of the \$350 to the university. The university will be entitled to use that money to pay for their administration of the measure. We've had initial discussions with universities, and so far all of the discussions have been that's a reasonable approach to the arrangement. In many cases, universities already have systems in place for paying some of their students' scholarships, for example. So we anticipate that they will back these arrangements off that payment system.</p> <p>Senator O'SULLIVAN: Will there need to be any amendment to the Fair Work Act at all? Mr Rimmer: No, it already has provisions through the—</p> <p>Senator O'SULLIVAN: What about state based taxes, like payroll tax and other things? Is there any consideration there?</p> <p>Mr Rimmer: It's not employment income so it won't come within the remit of</p>	38-39	6/06/2024
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				<p>payroll tax.</p> <p>Senator O'SULLIVAN: Has the sector agreed to these arrangements?</p> <p>Mr Rimmer: I'm not sure that we've given them the opportunity to agree to the arrangements in the way that you have just described. We've certainly had lots of discussions with them. Universities have been very supportive of the arrangement. In particular, the deans, for example, of nursing schools and education courses are very supportive of the measure because they can see the cost-of-living challenges that are in front of their students, which this payment will help to address.</p> <p>Senator O'SULLIVAN: Which universities have you been engaging with on this?</p> <p>Mr Rimmer: We will take that on notice. We've definitely talked to a number. We've also talked to Universities Australia. For example, we've talked to the Dean of education at the Western Sydney University. We will take on notice the question of exactly who we have talked to.</p>		
SQ24-000787	Department of Education	Sarah Henderson	Student Ombudsman Office staff numbers	<p>Senator HENDERSON: Given there are over a million students in any one time in higher education, how many staff will be in the student ombudsman's office?</p> <p>Mr Rimmer: I'm not sure; I don't think we have the detail of the cost in front of us.</p> <p>Senator HENDERSON: No, I'm talking about how many staff.</p> <p>Mr Rimmer: That's what I meant, but that's—</p> <p>Mr Cook: It's the ombudsman's office themselves rather than our portfolios.</p> <p>Mr Rimmer: We can take that on notice.</p>	50	6/06/2024

SQ24-000788	Department of Education	Matthew O'Sullivan	Guidance material issued to providers for the Student Support Policy	<p>Senator O'SULLIVAN: I asked in the letter that I sent last week to be provided with the guidance material, and I was provided back with essentially a link to what appears to me just to be an FAQ—frequently asked questions material. Is that the full extent of the material that's provided to providers?</p> <p>Mr Rimmer: There are some important elements, Senator. Without sounding trite about it, the legislation itself is important guidance to providers about what's meant to be in support for students policy. The legislative instrument and the guidelines that sit underneath that, go into quite a lot of detail about the matters that providers must consider and must cover in their support for students policy. Ms Hinds might add to that.</p> <p>Ms Hinds: In addition to that, there's a lot of guidance on the website, which includes an exemplar template for a support for students policy. Both prior to 1 January and in an ongoing fashion, there's been a considerable consultation with the sector in terms of shaping the policy. Now we're working—we've got a support for a students policy data working group around how we continue to work with the sector to ensure the efficacy of the policy.</p> <p>Senator O'SULLIVAN: Okay. Can I just ask: do you mind just taking a look at that answer? It was answer 7 on the information we got. Can you just confirm and just check that is the total guidance that is provided other than other materials that, I guess, are on your website? We can find that. That's no problem.</p> <p>Mr Cook: There are actually two links there. One was the actual policy itself. This is what a policy would look like. Then there was the frequently asked questions that you mentioned earlier. But we're happy to take it on notice.</p> <p>Senator O'SULLIVAN: Yes, can you just check.</p>	53-54	6/06/2024
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SQ24-000789	Department of Education	Matthew O'Sullivan	Commonwealth supported places data	<p>Senator O'SULLIVAN: Okay, thank you. I want to move on to CSPs. The government, when in opposition, committed prior to the election an additional 20,000 Commonwealth supported places. In my letter that we discussed just yesterday we sought some more information on that from you. The answer to a question that we asked on this—on seeking more information on the Commonwealth supported places was that utilisation of CSPs cannot be provided until verified enrolment data for 2023 is available later in 2024. We have discussed this measure at a number of Senate estimates hearings. I recall that there was going to be additional provider reporting as part of this process to ensure that places were being utilised. Has this additional provider reporting not occurred?</p> <p>Mr Rimmer: Senator, there are quite stringent requirements about utilisation of the 20,000 places, which has the practical effect of meaning that it's not possible for universities to determine whether they're eligible for the funding that they've been offered until their overall student enrolment data is finalised. The student enrolment data is only finalised effectively late in the year following the relevant calendar year of enrolment. I fully appreciate that this may frustrate the Senate. It may even frustrate the department. But the arrangements that are currently in place mean that we can't finally resolve with providers whether they have utilised those places until later in this calendar year. It's no secret, and I think I or someone else may have mentioned to the Senate estimates in February that it's no secret that demand has been soft. My expectation is that not all providers will be able to use their places. We're working through what that will mean and how to manage that. But we will not be in a position to have a definitive answer on that question until later in 2024.</p> <p>Senator O'SULLIVAN: I want to take you to QON SQ22-000315. I've got a copy of that would help you.</p> <p>Mr Rimmer: I'm sure we've got a copy somewhere.</p> <p>Senator O'SULLIVAN: I'm not sure if you go back to 2022.</p> <p>Mr Cook: You've got a copy of that?</p> <p>Senator O'SULLIVAN: I do, yes. We'll get that to you. This is SQ22-000315. That's what you've just been given. This is a QON response from the department from budget estimates 2022-23. Have you got highlighter there on question 6?</p> <p>Mr Rimmer: Yes.</p> <p>Senator O'SULLIVAN: You'll see there that it says, 'additional provider reporting, as part of the standard estimates process, to provide assurance that</p>	55-56	6/06/2024
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			<p>places being utilised will occur'. As you say, it's no secret that domestic enrolments are down and have been going down for quite some time, hence the reason we've been interested in the utilisation of the 20,000 additional places. That was an answer to that question, 'What monitoring and assessment will the department have against this measure?' that was asked back then. Through a freedom of information request to the department in January, a letter from the minister to Professor Mary O'Kane seeking urgent advice on the commitment has also come to light. I'll get that for reference as well. It's document 13.</p> <p>Mr Rimmer: I think we're aware of that.</p> <p>Senator O'SULLIVAN: In this letter, Mr Clare asked Professor O'Kane and the accord panel to urgently consider making recommendations relating to this in the final report. It seems quite obvious to me that Mr Clare was aware, given knowledge of data that exists around the utilisation, for him to write to Professor O'Kane to have it included in the accord. Then, lo and behold, in the accord, there was the recommendation to broaden it. Can you just help us understand this? To me, there must be some utilisation data that the minister is able to rely on. We've been asking for it, but we haven't been provided it. What's going on?</p> <p>Mr Rimmer: Senator, there's no doubt that there is concern about whether the places will be utilised, and I've been quite open about that. That concern, which I would describe as informal, unverified preliminary concern, has been shared with the minister. The minister asked Professor O'Kane to provide advice, and the accord panel did provide advice, as you can see in recommendation 41C. That matter is now in front of government. As you're aware, the government announced in the budget that it intended to establish a new managed growth funding system with effect from 1 January 2026. Part of establishing the new funding system is a consideration of the best possible way of working through recommendation 41C from the accord panel.</p> <p>Senator O'SULLIVAN: Okay. So the minister's relied on the data or the evidence that he's been shown. Can we be provided with that?</p> <p>Mr Rimmer: I would not describe it as data or evidence.</p> <p>Senator O'SULLIVAN: There's obviously something included in a letter to Professor O'Kane. It's in the letter. You wouldn't just pluck it out of the air. I'm sure there's something behind it. What I'm asking for is that, whatever it is that's informed the minister to ask for that to be included, we be provided with so that we can understand it as well.</p> <p>Mr Cook: The information, really, Senator, is that there's a softening of the</p>		
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			<p>domestic load. The whole point about 20 additional places is that they have to be additional on top of the maximum basic grant that a university has. So, effectively, if they have not filled their maximum basic grant amount CSP component, they can't claim these additional ones, if that makes sense. So we don't have that information. That has to be verified. That's the information that we need verified to be able to say whether the additional places have been utilised or whether universities are just utilising the existing places that they have. This letter is based on the fact that there is a soft domestic load, so we anticipate that there will be some challenges around the 20,000 places. This letter is based on the fact that we know there is soft domestic load. We've probably got some data or some preliminary data around soft domestic load that might be able to assist you on that, so we're happy to take that on notice.</p> <p>Senator O'SULLIVAN: Professor O'Kane is an eminent Australian, we can all agree. Certainly, the minister has said that himself. She would have made her recommendation, no doubt, given the quality of the work that she produces, based on data or based on evidence. She's recommended that it be expanded to include under-represented backgrounds as being eligible for funded places at public universities as soon as possible by redirecting the unused funding from the Australian government's commitment to deliver 20,000 commencing Commonwealth supported places in 2023-24. So she's clearly got some knowledge that there will be an underspend or unused funding that could be redirected and used elsewhere. My question is—and I'm happy for you to take it on notice and come back to me with whatever evidence and data there is to back up either the minister's request to the accord or, indeed, what was used to back that up within the accord itself.</p> <p>Mr Cook: We can do that.</p>		
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SQ24-000790	Department of Education	Matthew O'Sullivan	Student Services and Amenities Fee	<p>Senator O'SULLIVAN: I want to ask about the SSAF—the Student Services and Amenities Fee. The government announced in the budget that it will mandate higher education providers direct a minimum of 40 per cent of the Student Services and Amenities Fee revenue to student-led organisations. I understand this stemmed from the accord final report, which noted that the amenities fee revenue is collected and providers have the discretion in how they assign or use this revenue. Not all providers charge the student services amenities fee, do they?</p> <p>Mr Rimmer: Most might—I don't believe all do.</p> <p>Mr Cook: We can take that on notice, Senator.</p> <p>Senator O'SULLIVAN: Could you come back to me then with the number that do and number that don't? The description in the budget paper states a mandated 40 per cent will be directed to student-led organisations, including student associations, student unions and student guilds. At the moment, there are quite clear provisions on what the student services and amenities fee can be spent on. This includes food and drink provisions for students, housing support, sport and recreation activities, health and welfare support, clear advice, library and study areas, financial advice and legal services. All of those are welfare type things. The rules at the moment quite clearly state that it cannot be directed to support a political party. That's correct, isn't it?</p> <p>Mr Rimmer: It is, Senator.</p> <p>Senator O'SULLIVAN: Is there any change to that provision at all?</p> <p>Mr Rimmer: No, Senator. That's not the policy position.</p> <p>Senator O'SULLIVAN: In 2022, the Higher Education Providers Finance Tables on your website provide the amount collected for the Student Services and Amenities Fee. I've got a snapshot of those. I'll just give you a chance to have a look at that. You should see some lines highlighted there in yellow. Can I seek clarification on whether the total amount collected by providers is the sum of these two items? That would be 257.7 million.</p> <p>Mr Rimmer: That's my understanding, Senator, but, order to be 100 per cent technically accurate, I might want to take that question on notice.</p>	57-58	6/06/2024
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SQ24-000791	Department of Education	Matthew O'Sullivan	AUKUS places	<p>Senator O'SULLIVAN: Thank you. I want to ask you about AUKUS—the 4,000 places allocated to the Nuclear-Powered Submarine Student Pathways program. I understand it's split across 16 universities. You've been able to provide us a breakdown of courses at each university that the places have been allocated to. I've got that here on SQ24-000335. I take it you've got that.</p> <p>Mr Rimmer: Yes.</p> <p>Senator O'SULLIVAN: For the places allocated this year, do you have the enrolment data for those for each university?</p> <p>Mr Rimmer: No. Without meaning to sound unhelpful, it falls into a little bit the same category that we were talking about with the 20,000 places. I have had some conversations with vice-chancellors about how they're going in delivery of those places, but we have no verified data about that.</p> <p>Senator O'SULLIVAN: Speaking from my position as a Western Australian senator, can you tell me specifically about any of the courses or programs that are operating in Western Australia—so the University of Western Australia? What's the nature of their—</p> <p>Mr Rimmer: I had made attempts prior to this meeting to get a little bit of an update from the vice-chancellor of Curtin about how they were going, given they've got a relatively sizable program.</p> <p>Senator O'SULLIVAN: Yes, they've got 80.</p> <p>Mr Rimmer: But, unfortunately, the vice-chancellor is currently travelling, so I didn't manage to achieve that. But I'm happy to take that on notice.</p>	61	6/06/2024
SQ24-000792	Department of Education	Matthew O'Sullivan	AUKUS and Western Australia	<p>Senator O'SULLIVAN: I think there's certainly support from our party in that regard. No doubt these skill sets are in demand and will boost the workforce and disciplines when these students graduate. However, the concern is that the places are not bonded in any way to ensure that this investment is leveraged for when the submarines are due to arrive late in 2030. Can you comment on that?</p> <p>Mr Rimmer: I can say that there is a lot of work going on between us and the Department of Employment and Workplace Relations and the Australian Submarine Agency about workforce strategy about AUKUS. This measure is only one component of that. There are other things that are under consideration and being delivered, but they're really more in the bailiwick of the agency itself—the ASA. But this is by no means the only initiative in this area.</p> <p>Senator O'SULLIVAN: Are you involved at all with the state governments?</p> <p>Mr Rimmer: One of the higher education team who's actually currently in Canada has been part of the South Australian task force. That's probably the</p>	61	6/06/2024

			<p>deepest engagement and consultative process.</p> <p>Senator O'SULLIVAN: I explored this with Skills yesterday or whenever it was—the day before. It's been a bit of a long week. It seems that South Australia is quite forward-leaning into this. But Western Australia, certainly with skills, is a bit of a lighter touch, I suppose, is probably how I'd describe it. What about in the universities area? What can you tell me about Western Australia's involvement?</p> <p>Mr Rimmer: I'd have to take that on notice, Senator. I'm not aware, other than normal lines of communication with the Western Australian government on this matter. I think the two governments did establish a South Australian Defence Industry Workforce and Skills Taskforce, which was a specific commitment by both to make progress on these matters. I'm not aware of a similar measure in relation to WA, but we can take that on notice and come back to you.</p>		
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SQ24-000793	Department of Education	Matthew O'Sullivan	Micro-cred seeker platform	<p>Senator O'SULLIVAN: Correct. I want to ask about micro-credentials. It has been discussed a little bit already. A micro-cred seeker platform—is that right?</p> <p>Mr Cook: Correct.</p> <p>Senator O'SULLIVAN: That was launched in December 2022. Can I get some stats on that? How many times has the site been accessed?</p> <p>Mr Cook: Mr Nordstrom is the full bottle on this topic.</p> <p>Mr Nordstrom: I have some stats here that may be able to assist you in relation to that. There were approximately 381,305 unique users as at 29 May—visitors to that particular platform. Currently, we have about 598 courses from 62 providers, and 150 of those are stackable with other courses to form a higher education award; 266, or 44 per cent, of those courses give credit towards further study; and 98 per cent of those courses are available online.</p> <p>Senator O'SULLIVAN: You just ran through quite a few stats there. How many people have enrolled in a course? Did you give me that?</p> <p>Mr Nordstrom: I haven't given you that. We had this question at a previous estimates hearing. One of the issues we have is that, while we control the platform and we can see who comes and visits the platform, we don't have the back-end data around that translation into enrolments, so I won't be able to give you that.</p> <p>Senator O'SULLIVAN: Is that something you're hoping to resolve?</p> <p>Mr Nordstrom: Structurally, the enrolments are managed—there's a hand-off to the provider to then complete the enrolment process. It's actually a structural constraint.</p> <p>Senator O'SULLIVAN: Who is responsible for promoting organisations to register courses on the site or to develop them for the site?</p> <p>Mr Nordstrom: That's usually contact between my branch and individual providers. We also work in tandem with the Universities Admission Centre in New South Wales.</p> <p>Senator O'SULLIVAN: I'm told that there are currently 597 courses available on the site. Is that right?</p> <p>Mr Nordstrom: It depends the date on which you're quoting from. I've got 598, maybe one different from what you've got there, but it's in the ballpark.</p> <p>Senator O'SULLIVAN: I'm told that there are none available in Tasmania.</p> <p>Mr Nordstrom: I might take that on notice. I don't know whether I've got a specific breakdown of where the courses are located in Australia. I did make the note earlier that 98 per cent of the ones that are on the platform are available online, which would obviously mean that, even if a Tasmanian provider is not on there, there are still courses available for Tasmanians.</p>	63-64	6/06/2024
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SQ24-000794	Department of Education	Matthew O'Sullivan	Higher Education Disability Support Program	<p>Senator O'SULLIVAN: Okay. Thank you for that. I want to ask about the Higher Education Disability Support Program. Can you let me know what universities have received funding under the Higher Education Disability Support Program?</p> <p>Mr Rimmer: I think I'm right in saying that all table A universities are eligible for funding under that program.</p> <p>Senator O'SULLIVAN: How much have they received?</p> <p>Mr Rimmer: The funding for this year is 13.06 million. There are two parts of the program. One is some money that's provided to the Australian Disability Clearinghouse on Education and Training, which is for sector-wide support. The vast majority of the funding is delivered through the disability support fund, which for the 2024 calendar year is 12.75 million.</p> <p>Senator O'SULLIVAN: So the universities have to apply for it or is it provided to them in a block?</p> <p>Mr Rimmer: It's an automatic part of the funding system. They have to give us data about the number of students who report to them their disability status. That's not a perfect process, but then they get a share of that 12.7 million based on their reported student numbers.</p> <p>Senator O'SULLIVAN: Are you able to provide a per-university breakdown? I'm happy to get that on notice.</p> <p>Ms Chipperfield: Certainly, Senator.</p>	64-65	6/06/2024
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SQ24-000795	Department of Education	Matthew O'Sullivan	Migration Strategy	<p>Senator O'SULLIVAN: I want to ask about the migration strategy as well. I know that this issue crosses this portfolio and the Department of Home Affairs, but you were generous enough to help Senator Faruqi with some of her questions, so I thought I'd try my luck as well. The temporary graduate visa changes due to come into effect on 1 July—will they reduce the age limit down from 50 to 35? Is that correct?</p> <p>Mr Rimmer: That's right, but with some exceptions that were announced last week about higher degree by research students.</p> <p>Senator O'SULLIVAN: I've received a little bit of correspondence, and I think some of my colleagues may have as well, from people on a graduate work stream or post-study work stream visa or those close to graduation who have hoped to be able to secure one. Are you aware if these changes are commencing on 1 July—in three weeks time?</p> <p>Mr Rimmer: Senator, I think we would really have to rely on our colleagues for an answer to that question. I wouldn't want to mislead you, and I don't feel equipped to answer that question.</p> <p>Senator O'SULLIVAN: As I said, I'd try my luck. Thank you. I understand. We can go to them. Have you worked with the Department of Home Affairs on these new settings?</p> <p>Mr Rimmer: Senator, we're in very active discussion with Home Affairs about all manner of changes that are currently underway in relation to international education reform, including integrity matters such as this. But some of these things are very much within their portfolio responsibility. It's visa eligibility rules. It's really theirs.</p> <p>Senator O'SULLIVAN: Okay. Have you received any feedback from providers about the impact that it might have on their institutions or, indeed, on international students?</p> <p>Mr Rimmer: I'm not aware of it directly, but I'm happy for us to take that on notice and just check to see whether anything's been received.</p> <p>Senator O'SULLIVAN: Are you aware of when the policy settings will be finalised?</p> <p>Mr Rimmer: I think I said before that I'd really rather rely on my colleagues in Home Affairs for the detailed answers to that.</p> <p>Senator O'SULLIVAN: That's fair enough. Thank you</p>	66-67	6/06/2024
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SQ24-000796	Department of Education	Sarah Henderson	Home Affairs letter to providers for alleged non-genuine or exploitative recruitment practices	<p>Senator HENDERSON: I just wanted to ask either the secretary or Mr Rimmer in relation to the letter to 34 providers for alleged non-genuine or exploitative recruitment practices. Can you provide a breakdown? Firstly, did that letter come from Home Affairs?</p> <p>Mr Rimmer: Yes, Senator.</p> <p>Senator HENDERSON: Were you copied in on the letter or was the department copied in on that letter?</p> <p>Mr Rimmer: I don't think we were copied in on it, but we were broadly aware that it was happening.</p> <p>Senator HENDERSON: You received a copy of the letter?</p> <p>Ms Laphorne: We were aware of the announcements, but we were not copied in on the letter.</p> <p>Senator HENDERSON: Okay, so you were aware of the letter?</p> <p>Ms Laphorne: Yes.</p> <p>Senator HENDERSON: Do you have a copy of the letter?</p> <p>Ms Laphorne: Senator, I might just need to follow that up. I don't have it on me.</p> <p>Senator HENDERSON: Okay, but you have got a copy somewhere in the office?</p> <p>Mr Rimmer: That's not our evidence, Senator. The evidence is that we'll look and see whether we've got it.</p> <p>Senator HENDERSON: Mr Rimmer, I'd really just appreciate it if Ms Laphorne could be allowed to answer the question. So you've got a copy of the letter? Where is that letter?</p> <p>Senator Chisholm: That's not the evidence that was provided, Senator Henderson.</p> <p>Ms Laphorne: Senator, can I check with my team whether we have a copy of the letter? I was aware of the issue that you raised, but if I can follow up whether we have a copy of the letter, that would be—if I could follow that up with my team.</p> <p>Senator HENDERSON: All right. In relation to that letter, how many of those education providers, Mr Rimmer, are higher education providers?</p> <p>Mr Rimmer: I'd have to take that on notice, Senator. I don't have that information in front of me. It's very much—this is a Minister for Home Affairs power under the ESOS legislation, section 97.</p>	67	6/06/2024
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SQ24-000797	Department of Education	Matthew O'Sullivan	Minister for Education Review of AUKUS university placements	<p>Senator O'Sullivan:Why are there so few places allocated to Western Australian universities compared to the rest, given that Western Australia will play such a critical role in the delivery of the AUKUS program? Secondly, have you heeded the request of Minister Papalia to have a review of this issue?</p> <p>Mr Rimmer: There was a selection process that was jointly managed between the department and the Australian Submarine Agency. It was, effectively, a competitive tender process. People put in applications and the quality of those applications was considered against a range of selection criteria in terms of evidence about the strategy for maximising student success, membership of the Defence Industry Security Program, provider capacity, student demand and delivery of places in relevant disciplines. I think it is fair to say that AUKUS is going to require a whole-of-nation response from a workforce perspective; it is not going to rely on any one state or any one university. The selection process happened in the way that I have described, and it produced the outcome that you have in front of you in the QON.</p> <p>Senator O'SULLIVAN: Thank you. You say it was competitive. How did that round work? Mr Rimmer: Do you want to speak to that, Ms Hartmann?</p> <p>Ms Hartmann: Places were allocated to providers that could demonstrate a strong level of support for the proposed courses, and they also needed to detail strategies and timelines for how the additional funding would be used to enhance teaching and engagement and wider AUKUS related priority areas to maximise student success. As Mr Rimmer said, it was a competitive process, and providers needed to outline their planned investments to engage quality teachers who can inspire students to succeed in these courses and to utilise evidence based resources. So there were a whole bunch of guidelines, and there were highly suitable courses, suitable courses and not suitable courses. The application template required providers to identify the proposed courses or places and provide written statements of up to 1,000 words. They were the guidelines, and, again, that was assessed through a competitive process.</p> <p>Ms Morton: Just to add to Ms Hartman's information, of the total of 38 universities that could have applied, we received 22 applications from providers. They were assessed against five major selection criteria, which were outlined in the guidelines. The first of those criteria was delivery of places in STEM disciplines and areas that support the nuclear-powered submarine program and ASA requirements. The second criterion was evidence based strategies for maximising student academic success, as well as graduate success rates for specific course fields. They also had to demonstrate membership of and adherence to the Defence Industry Security Program. They</p>	70	6/06/2024
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SQ24-000798	Department of Education	Sarah Henderson	Startup Year program pilot working group	<p>Mr English: The current process is a working group established to oversee the pilot process, which includes all participating universities and some external experts who help to set up the scheme at the beginning, who have been participating as invited to help bring different pieces of expertise into the discussion. But we have been mainly focused on the discussion between the partner universities and the department, as things like system requirements for enrolment details and connection between our central system and the universities' enrolment system need to be navigated. On the guidelines, we would need to take on notice the specific formal reports we expect from them but, as I said, there has been extensive regular contact at officials level in addition to this working group process. Even today, there is strong representation across the partner universities, meeting with an external expert talking about some of the design features of programs that have been led in other contexts that will provide opportunity for universities to learn from. So a strong community has been developed across the universities, who are engaged actively with Startup Year ambitions.</p> <p>Senator HENDERSON: Can you tell me about the working group? Who are the members of the working group?</p> <p>Mr English: The working group at the moment is the department and the partner universities. The first iteration of it had a range of external experts, whose names I would need to bring together. From memory I don't know.</p> <p>Senator HENDERSON: You can provide those names on notice, that's fine</p>	73	6/06/2024
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SQ24-000799	Department of Education	Sarah Henderson	Startup Year program courses	<p>Senator HENDERSON: So does joining up to one of these startup courses—the entrepreneurship courses at both Flinders and UNSW—guarantee the student a job at the end of the course?</p> <p>Mr English: Senator, I don't know how you would think we would be guaranteeing students a job at the end of a course.</p> <p>Senator HENDERSON: No, no. I am asking the question because—</p> <p>Mr English: That is not part of the design.</p> <p>Senator HENDERSON: That is what I am asking. In other words, there is no industry linkage where there might be a partnership with an industry partner which may provide an opportunity for ongoing work?</p> <p>Mr English: The design features of the guidelines, which we can email you on notice if need be, did require that the universities describe their industry connections, engagements and the experience that they would offer the students in developing those industry connections and engagements. But, in terms of either a guaranteed start of a business or a guaranteed job at the end, I think that would be both unfeasible and unusual across the higher education system, which is about providing people with tools to make their choices and opportunities.</p> <p>Senator HENDERSON: Mr English, can I put to you that, in this current economic climate, when so many students are under very significant cost of living pressures, taking on another year of study full-time, incurring a full-fee loan and the liability of that loan, presents, as we warned last year, a very significant barrier, and that might explain why there has been such a poor take-up to date.</p> <p>Mr Cook: Senator, I think you are asking for an opinion on government policy.</p> <p>Mr English: Yes.</p> <p>Mr Cook: If you are asking for an opinion, it is not fair to ask Mr English for a view on the matter.</p> <p>Senator HENDERSON: I am just asking the Secretary about the design of the program—</p> <p>Mr Cook: It is a government policy, Senator.</p> <p>Senator HENDERSON: I understand that.</p> <p>Mr Cook: So you can't ask an opinion of this officer about a government policy, I'm sorry.</p> <p>Senator HENDERSON: In terms of the feedback you have received through the working group, what feedback have you received from the universities about the take-up to date and, of the other nine universities, how many are indicating that they will be offering a course? So no more courses are being</p>	74-75	6/06/2024
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			<p>offered this year—because they are full-year courses?</p> <p>Mr English: No, they are not required to start on any particular timetable, so they are working towards the goal that is through the balance of this year. So they can start in October and enrol for the period to the end of October next year, if that is what is needed to complete the study load. I think all the partners are learning that the marketing and the student engagement to encourage recruitment to this course is an effort that is required to bring a new course into the market—</p> <p>Senator HENDERSON: So could you explain what other courses are in the wind? What other pilot partners have plans to roll out courses? Could you describe what those plans are?</p> <p>Mr English: in terms of qualification names, I don't have that information with me. I can tell you that—I can take it on notice to provide more detail—variously across the universities that are still to roll their scheme out, some have opened expressions of interest towards commencements in August or September. Some are working towards an October commencement date. All of them are working within the guidelines that we have published and on which they applied for approval to access this funding through late last year. Many of them are still navigating the academic approval processes, which are a critical part of the design here, in that they embed some of the content for students to take away from the experience. If you have more specifics you would like me to take on notice, I could do so.</p> <p>Senator HENDERSON: Are there any other courses being offered to start in August, September or October?</p> <p>Mr English: Yes. There are a number of universities working towards starting. In fact, I think—</p> <p>Senator HENDERSON: Could you outline those plans, Mr English?</p> <p>Mr English: Charles Sturt University is expecting to commence in October. Curtin University is expecting to commence in September. Queensland University of Technology is working towards August. Swinburne university is working towards September. The University of Queensland is still to confirm their date, in the next</p> <p>EDUCATION AND EMPLOYMENT LEGISLATION COMMITTEE</p> <p>Thursday, 6 June 2024 Senate Page 75</p> <p>month or two. The University of New England is September; Western Sydney University, July. So we are seeing quite constructive and continuing engagement across the providers and we have encouraged them to share</p>	
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				<p>lessons but also to take their own path and align this with their offerings and student needs.</p> <p>Senator HENDERSON: Could you please describe what courses they are looking to offer? Mr English: I would have to take that on notice, Senator, in terms of the titles and—</p> <p>Senator HENDERSON: Have any universities sought Commonwealth supported places for the Startup Year program? Have they said that we can do this but we would like to be able to access CSPs?</p> <p>Mr English: I don't believe there has been that discussion—it is certainly not a discussion that I've had. There are no formal requests for a different funding arrangement. The terms of this were clearly made available at the beginning.</p> <p>Senator HENDERSON: Thank you very much, Mr English. I look forward to that further information on notice.</p>		
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SQ24-000800	Australian Research Council	Mehreen Faruqi	ARC Discovery projects - expression of interest scores	<p>Senator FARUQI: I'll go to another topic, which is the recent move to the two-stage process for the discovery projects. I understand that it has revealed sometimes very large differences in the scores given by the three different College of Experts members for the same grant. Of course, this will happen, to some degree, in any peer-review scoring system, but I want to find out whether you have done any analysis on the distributions of expression of interest scores and the full application that used to happen before? I think it is important for the trust in the process and for transparency to understand what the differences are.</p> <p>Dr Johnson: We haven't done an analysis of the first stage of the DP as against last year or previous years' DP, because the round itself has not finished yet, as a total. But it is definitely an aspect of the way the assessments are done, where there is a process to look at anomalous results, and Professor Twomey will be very happy to give you an insight into the way that happens. It kind of happens as we are doing the process, so we don't wait until the end to then retrospectively compare it to another round—not that we are saying that wouldn't be a good idea—</p> <p>Senator FARUQI: Because those rounds are so different, I guess. There is a two-stage process, which is DP25.</p> <p>Dr Johnson: Indeed, yes.</p> <p>Senator FARUQI: And then there was the previous DP scheme, so I am just wondering whether you are planning on doing an analysis.</p> <p>Dr Johnson: We are certainly planning—and we have said this all along because, as you are aware, there was a really strong appetite amongst researchers for us to trial or implement a two-stage process—and we designed the process in consultation with the sector. But all along we have said that we are looking for feedback points all across to learn how it went and what things we might change to improve it next time. But, if you would like to know a little bit about how we addressed your initial concern at the first stage, Professor Twomey will be able to take you through that briefly.</p> <p>Prof. Twomey: I can also reassure you, Senator, that we are having a post-implementation review of the DP two-stage process, so we will be looking at all steps along the way. I need to understand your concern a little better before I answer the question though, if you could—</p> <p>Senator FARUQI: Sure. I am just raising this concern that I have heard that the two-stage process has revealed sometimes very large differences in scores given by three different College of Experts members for the same grant. And that may not have been the case for the one-stage process. So what I am</p>	76-78	6/06/2024
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			<p>asking is: will you do a proper analysis of both systems to compare how they are faring?</p> <p>Prof. Twomey: Yes, we will. And when we were doing the assessments of the first stage—the DIY stage—we made sure that we had a proper process in place so that, for applicants who had varied scores that were more than two letter grades apart, we looked at whether they were disadvantaged by the median or the mean score, and we made sure that the higher of the two scores was their final calculation. So we had a very careful process in place to deal with those very large discrepancies in scores, and we will, as I stated earlier, have a post-implementation review and examine the outcomes of the scheme.</p> <p>Senator FARUQI: Okay. Have you sought before, in the analysis that you have done, or will you seek now in what you do, any external advice on your methods and ranking to verify that your methods and ranking proposals are robust?</p> <p>Prof. Twomey: Yes. In any post-implementation review you would speak to stakeholders but you would also look at international best practice and see how your scheme was tracking against that. So that is part of our internal processes for ensuring that we continue to deliver results that fund the most excellent research.</p> <p>Senator FARUQI: So you said you will consult stakeholders. Who would those stakeholders be?</p> <p>Prof. Twomey: The stakeholders will be the College of Experts who conducted the assessment.</p> <p>Senator FARUQI: Who actually did the assessment? I am talking about external to the ones who have done the assessments.</p> <p>Prof. Twomey: Yes. We will also consult research officers, DVCRs, people who were involved in the process.</p> <p>Senator FARUQI: And you have done this before for the previous analysis?</p> <p>Prof. Twomey: Of the results?</p> <p>Senator FARUQI: Yes. You said you have looked at the one-stage process and have done that.</p> <p>Prof. Twomey: Yes.</p> <p>Senator FARUQI: Did you consult external stakeholders for that process?</p> <p>Prof. Twomey: I'm not sure what you mean there, Senator, because we clearly identified that, when applicants submitted their EOI, their EOI would be assessed by the members of the College of Experts.</p> <p>Senator FARUQI: Yes, I do know that.</p> <p>Prof. Twomey: And so who else would you like us to have consulted about</p>		
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				<p>those applications?</p> <p>Dr Johnson: I think the senator is—</p> <p>Senator FARUQI: I'm not talking about applications; I'm talking about the analyses of the results.</p> <p>Dr Johnson: Yes, Senator. I think it is important to put a little ring fence around the fact that, when you are running a process for a Commonwealth program, it would be unusual midway to seek external stakeholders' views on the result halfway. In fact, there may well be rules that proscribe you from doing that. I think what Professor Twomey was saying was that, once we have completed the round, we will have a full assessment and analysis of it and yes, we will involve stakeholders in that process.</p> <p>Senator FARUQI: I understood from Professor Twomey that previously these schemes have been analysed in a similar way, so I was asking, if external stakeholders were consulted, who they were.</p> <p>Dr Johnson: We are happy to take on notice what the previous practice has been.</p> <p>Senator FARUQI: And could you also take on notice who would be the external stakeholders that you would consult?</p> <p>Dr Johnson: We are happy to take that on notice.</p>		
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SQ24-000802	Australian Research Council	Sarah Henderson	ARC Centres of excellence	<p>Senator HENDERSON: Good afternoon everyone. Thank you for making yourselves available a little bit earlier today. Dr Johnson, I would just like an update on the centres of excellence, and I want to confirm that the minister, under the new legislation, continues to have a veto in relation to those projects, the scope of that funding.</p> <p>Dr Johnson: Under the amended legislation, which commences on 1 July, in terms of the decision-making around the schemes, there is what we would call a bifurcated process, which is a silly word to say that the minister retains the final decision-making for outcomes on three schemes, and colloquially in the ARC we call those major investments, but that includes the centres of excellence, the industrial training and transformation hubs. For the remaining schemes, the new ARC board will be the decision-maker in terms of those outcomes.</p> <p>Senator HENDERSON: So, Dr Johnson, what is the total value of those major projects, for this financial year?</p> <p>Dr Johnson: I might get some assistance here in terms of adding up the three.</p> <p>Senator HENDERSON: Yes, and, if you could provide the value for each of the three, that would be terrific.</p> <p>Dr Johnson: We are happy to do that and, if we are running short on time, we are happy to take that on notice as well. But if we can provide it now we will.</p> <p>Senator HENDERSON: Can you describe it in rough terms? I am just trying to get an understanding, in terms of your total funding, of roughly how much comprises those three major areas of funding.</p> <p>Dr Johnson: I will see if my team can help here.</p> <p>Senator HENDERSON: No pressure.</p> <p>Dr Johnson: No pressure. But we are also very happy to take another question while we wait.</p> <p>Senator HENDERSON: Yes, why don't we do that? I will come back to that. Are you able to describe the work that you are doing with your centres of excellence, because they tend to be the very large projects in quantum of funding and also their duration.</p> <p>Dr Johnson: Indeed. They tend to be several years and they are, I guess, the flagship in terms of the ARC schemes. They are large, sustained research efforts, highly focused. Each centre of excellence we will ask to conduct what we call a mid-term review. So at the mid-point they will provide an update and we will assess how they are tracking against their stated goals. In fact, we have just been doing some quite recently. Then, of course, at the end, the centre needs to write a report on what it achieved against the stated objectives of the</p>	78-79, 80-81	6/06/2024
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				<p>project as it was funded.</p> <p>Senator HENDERSON: If you can provide, on notice, the committee with an update of the major projects in those three different areas, I would be grateful.</p> <p>Dr Johnson: We are happy to.</p> <p>...</p> <p>Senator HENDERSON: Thank you so much for that update. Just going back to the quantum of those major projects, do you have any further information?</p> <p>Dr Johnson: I'm hoping to, and, given that Professor Twomey did all the work while I was answering those questions, Professor Twomey might answer.</p> <p>Prof. Twomey: Well, the team conducted the work and we are thankful to the team, but our estimate now is \$449 million per annum.</p> <p>Senator HENDERSON: And is that right across the three categories?</p> <p>Prof. Twomey: That is across the three schemes, yes.</p> <p>Senator HENDERSON: And that is out of a total, for this financial year, of how much funding?</p> <p>Prof. Twomey: \$895 million.</p> <p>Dr Johnson: That is for this financial year, 2023-24—just clarifying your question.</p> <p>Senator HENDERSON: Yes. Okay.</p> <p>Prof. Twomey: But we can certainly provide you with that information.</p> <p>Senator HENDERSON: So roughly half, alright. Could you provide, on notice, an update on the status of those major projects. I won't hold you up now.</p> <p>Dr Johnson: We are happy to.</p>		
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SQ24-000803	Australian Research Council	Sarah Henderson	ARC Correspondence between ARC and Macquarie University	<p>Senator HENDERSON: Alright. We will come back to the content of the projects when you get those numbers together. I want to raise an issue of Dr Randa Abdel-Fattah. I wrote to the minister about this particular research project, valued at \$837,174. I raised concerns because of the activities of Dr Abdel-Fattah, including promoting the online doxxing scandal against Jewish Australians and publishing an image on her Facebook page of a man parachuting with the parachute in the colours of the Palestinian flag, which is reminiscent of the motorised paragliders used by Hamas terrorists to attack Israelis on 7 October. Dr Abdel-Fattah has also made some very offensive comments in relation to Israel, and I quote from a social media post of 12 February:</p> <p>... Israel can't be rehabilitated or saved. This isn't a rehab project for a state built on theft & ethnic cleansing, sustained on genocide. This is a liberation movement to end a brutal settler colonial apartheid regime that inflicts this misery & enjoys it.</p> <p>Then, of course, Dr Abdel-Fattah was involved in the kids excursion to Sydney university where she was involved in encouraging children who attended the protest encampment to chant 'intifada'. In light of all this—and she is under investigation from Macquarie University—have you been liaising with Macquarie University in relation to that investigation?</p> <p>Dr Johnson: Indeed, we have. The reported activities, prima facie, are concerning, but to us only if there is a nexus to the research project that the individual is undertaking. I will note that the researcher has had two ARC grants. One was approved in December 2017; the second one in September 2022. It is important to preface this evidence with a couple of points. Firstly, the agreements that we undertake are with the universities, not with individuals.</p> <p>Senator HENDERSON: Yes, I understand that.</p> <p>Dr Johnson: Secondly, the grants don't equal all of an individual's research time. For example, it is usually 0.8 of their time that is spent on the research and 0.2 would be dedicated to performing other things, including university services. Thirdly, we absolutely can't prejudge the matter and have to respect due process. Having said that, we have engaged with Macquarie University numerous times on this matter, in person and in writing. The first time was on 12 March, then 29 April, 9 May, 28 May, and 3 June. That includes me writing directly to the Deputy Vice-Chancellor (Research) of Macquarie university, who is an incredibly experienced individual, and I've sought assurances from Macquarie University regarding the proper undertaking of research in line with</p>	79-80	6/06/2024
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			<p>the requirements of ARC's funding agreement. The DVCR has said, in correspondence, that they are considering whether the research is compliant with both the code of conduct and ARC funding requirements as expeditiously as possible, but, of course, they have to follow their own procedures and policies, and it is a complex area because it does also invite such things as questions of employment law, and individual universities' codes of practice and conduct. We go where the facts take us. We can't be the primary fact collector in this instance, but we have certainly sought assurances.</p> <p>Senator HENDERSON: I appreciate you giving that very comprehensive answer. There are a number of issues, and I agree it is very complex, because it relates not just to the Australian Code for the Responsible Conduct of Research and the ARC funding agreement with the university, but also to the terms and conditions of Dr Abdel-Fattah's employment. In relation to the Australian Code for the Responsible Conduct of Research and the ARC funding agreement, have you ascertained, even prima facie, whether there is any breach of either the code or your funding agreement with the university?</p> <p>Dr Johnson: That is exactly what we are seeking the information from the university about. Just to give you examples, and at a more general level, there are things like whether there was ethics approval for certain conduct, did the research involve children, and was there approval for that. Those are the sorts of questions that you would expect us to be concerned about, and the university people to be looking at. And, as I said, they are considering whether the research is compliant, and they have given us an undertaking to keep us up to date and informed, as we would expect. So that is where the matter lies at the moment, Senator.</p> <p>Senator HENDERSON: Do you have a timeline as to when this investigation will be completed?</p> <p>Dr Johnson: Just on a technical term—and I myself trespassed on this—when we use the word 'investigation', we should keep the small 'i' there, not the capital 'I', because there are technical procedural elements for an investigation, so—</p> <p>Senator HENDERSON: I understand.</p> <p>Dr Johnson: So, just with that caveat, as we would all expect—and I think we would all support due process; it is a very important principle—we are respectful of that principle, so we don't actually have a timeframe that we have been given information about at this point. But, as I say, there has been an undertaking to conduct the considerations as expeditiously as possible.</p> <p>Senator HENDERSON: Would you be able to table, on notice, the</p>	
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				correspondence between the ARC and Macquarie University? Dr Johnson: I am very happy to take that on notice.		
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SQ24-000804	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Letter to providers regarding student safety	<p>Senator HENDERSON: Good evening, and thank you very much for being here to assist the committee in its inquiries in this important democratic process. I want to ask about your regulatory role in relation to student safety on university campuses. This has been a very controversial issue in relation to sexual harassment and sexual assault, and now, of course, we have the very alarming issue with student safety, particularly the crisis of anti-Semitic incidents on university campuses. We have been talking about the letter that you sent all universities and tertiary providers, I believe, on 10 May. Can I ask you who received the letter and who has responded to the letter?</p> <p>Dr Russell: There were two variants of that letter. One was sent to all universities, and that version included a request that they supply us with information. The other version was identical, other than that it did not ask the independent higher education providers to send us information about issues arising from protests because there was no intelligence to indicate that there were protests within the independent providers.</p> <p>Senator HENDERSON: You asked for a response by Wednesday 15 May and then fortnightly updates thereafter.</p> <p>Dr Russell: Correct.</p> <p>Senator HENDERSON: Did you receive a response from every university by that date?</p> <p>Dr Russell: Not by that date, but we now have data from all of the universities for that first round of data collection.</p> <p>Senator HENDERSON: What about the second fortnightly report that you requested?</p> <p>Dr Russell: We have received some of those responses. We are still chasing universities for some data. So it is not yet complete, so we haven't been able to analyse the second round of data.</p> <p>Senator HENDERSON: On notice, can you provide the committee with copies of those responses please? Dr Russell: We can.</p> <p>Senator HENDERSON: Thank you.</p>	100	6/06/2024
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SQ24-000805	Department of Education	Michaela Cash	CN4047600	<p>With reference to contract notice CN4047600, published by the Department of Education on the Austender website on the 18th April 2024 relating to venue hire:</p> <p>(1) To what event did this venue hire relate, and precisely where was the event held.</p> <p>(2) Can an itemised list of all costs relating to the event be provided.</p> <p>(3) Can a guest list for the event be provided, including, without limitation, details of any Ministers, ministerial staff or APS staff who attended.</p> <p>(4) Can an itemised list be provided for:</p> <p>(a) any food served; and</p> <p>(b) any beverages served, including the names and vintages of any wines or champagnes.</p> <p>(5) Were any catering services procured for the purposes of the event, for example waiters, kitchenhands, or cleaning staff; if so, can full details be provided.</p> <p>(6) Was any entertainment provided at the event; if so, can full details be provided.</p> <p>(7) Was any audio visual equipment or were any services procured for the purposes of the event; if so, can full details be provided.</p> <p>(8) Were any decorations purchased for the purposes of the event; if so, can an itemised list be provided.</p> <p>(9) Can any photographs of the event be provided.</p> <p>(10) Can copies of any presentations delivered at the event be provided.</p>		20/06/2024
SQ24-000806	Department of Education	Mehreen Faruqi	Use of Non-Disclosure Agreements (NDAs) in public education providers	<p>1. Please provide any data held on the number and value of NDAs issued by public education providers.</p> <p>a. Is it known how much public money has been spent on NDAs?</p> <p>b. Is it known how many NDAs relating to sexual harassment have been issued by public education providers?</p> <p>i. If so, what is the combined value of these NDAs?</p> <p>c. Is it known how many NDAs relating to industrial issues have been sued by public education providers?</p> <p>i. If so, what is the combined value of these NDAs?</p> <p>2. If no data is held in relation to the use of NDAs, why not?</p>		20/06/2024

SQ24-000807	Department of Education	Steph Hodgins-May	Community Child Care Fund	Please provide an outline of funding for the Community Child Care Fund and its sub programs since 2018-2019 and over the forward estimates		20/06/2024
SQ24-000808	Department of Education	Steph Hodgins-May	Preschool Reform Agreement	<p>1. Referring to the response to SQ23-001063:</p> <p>a. How much funding was withheld from which states for not meeting key performance under the PRA in 2023?</p> <p>b. Which states failed to meet the performance criteria on the PRA in 2023 and by how much?</p> <p>2. Which states failed to meet the performance criteria under the NPAUAECEC or the PRA since 2020 and by how much? How much funding was reduced to that state as a result?</p>		20/06/2024
SQ24-000809	Department of Education	Steph Hodgins-May	ECEC workforce training	<p>1. Please provide an update on commencement and completions for ECT Bachelor qualifications for 2022 and 2023 if it is available in similar format to SQ23-000196.</p> <p>2. Please provide an update on commencements and completions for the Certificate III, Diploma qualification and traineeships in ECEC for 2021, 2022 and 2023.</p> <p>3. Could you advise how many providers and educators have benefitted from the \$72 million professional development & scholarships program now offered by the Commonwealth?</p>		20/06/2024
SQ24-000810	Department of Education	Steph Hodgins-May	Child Care Subsidy	<p>1. Could you please provide a breakdown of families accessing Child Care Subsidy by the following CCS bands: 90%, 80-90%; 70-80%, 60-70%, 50-60%; 40-50%, 30-40%, 20-30%; 10-20%, 0-10%.</p> <p>2. Please provide a breakdown of the number of families in CCS rate brackets (10%) for the most recent quarter available.</p> <p>3. Please provide updated figures on families receiving Long Day Care, Family Day Care and Outside of School Hours Care by activity test band (24 hours, 36 hours, 72</p>		20/06/2024

				hours, 100 hours) as provided in SQ22-000062.		
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SQ24-000811	Department of Education	Steph Hodgins-May	Child Care Fees	<p>1. Please provide an update on the data in SQ23-000330 on the forward projections on children and families using childcare and projected hourly fee growth?</p> <p>2. Range of fees: - The hourly rate cap was originally set at around the 85th percentile of fees. What is the current 85th percentile of hourly fees for centre based day care? - Please provide a breakdown of the range of centre based day care hourly fees by 5% blocks.</p> <p>3. Referring to the most recent or relevant quarter of data for centre based day care, how many providers (or fees if that is easier) were increased in the previous 12 months by: - Less than 4% - 4-5.9% - 6-7.9% - 8-9.9% - 10-11.9% - 12-13.9% - 14-15.9% - 16-17.9% - 18-19.9% - 20%+</p> <p>4. Regarding the response for SQ23-000328, please provide the average hourly fees charged for NFP and privately owned centre based day care services for September 2023, and, when it is available, the March 2024 quarter.</p> <p>5. Noting the ACCC reported some large childcare fee increases, including some 15% plus. What, if any, engagement has the Department had with those providers to seek an explanation of their fee increases?</p>	20/06/2024
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SQ24-000812	Department of Education	Steph Hodgins-May	Enrolments and hours in care	<p>1. Please provide a breakdown of average weekly hours for children by 10 hour brackets?</p> <p>2. Please provide the average weekly hours for centre based day care by age of the child?</p> <p>3. Please provide a breakdown of families by allowed hours and service type for the most recent quarter available?</p> <p>4. Could you provide data on enrolments, particularly in centre based day care, for March QTR 2024 and MARCH QTR 2023 when that is available?</p> <p>5. Regarding Table 8.1 of the most recent Child Care in Australia quarterly statistics, could you please provide a breakdown of children by sector (i.e. centre based day care, family day care and outside school hours care). This would greatly assist the sector in identifying demand and supply at a SA3 level, and would overcome the current anomaly of 5 year olds (who mostly attend OSCHC) being reported with 0-4 year olds (who mostly attend CBDC and FDC).</p>		20/06/2024
SQ24-000813	Department of Education	Steph Hodgins-May	Additional Child Care Subsidy	Please provide a breakdown of ACCS by children, families and payment type (as per table 7.1 and 7.2 of the quarterly childcare statistic for the most recent quarter) broken down by provider type (i.e. CBD, FDC and OSHC)		20/06/2024
SQ24-000814	Department of Education	Steph Hodgins-May	Inclusion Support Program	<p>1. Noting there is no ISP allocated beyond this Budget and funding contracts with Inclusion Agencies end in June next year (2025), what are the government's plans to support children in ECEC with additional inclusion support needs post-June 2025?</p> <p>2. Referring to QoN No SQ22-000399 in 2022-2023, please provide an update on: 1. How many children were supported by the ISP each year since 2022-23? And what are the projections for children needing additional inclusion support in 2025 and 2026? 2. How much was spent by the ISP and its sub-programs in each year since 2022-23? And how much is budgeted for this year and over the forward estimates?</p> <p>3. Will the Government also increase funding to Inclusion Support agencies so they can clear their backlog of applications?</p> <p>4. Will the Government increase the cap of subsidised hours from 25 to 50 so that children can be supported the whole time they are in ECEC?</p> <p>5. Will the Government increase the funding rate for inclusion support workers</p>		20/06/2024

				to the current award rate for a Diploma holder (Level 3-4) noting that it hasn't been increased since 2015?		
SQ24-000815	Department of Education	Steph Hodgins-May	Three year old preschool	<p>1. The Victorian, New South Wales and ACT Governments are now funding 3 year old kinder mostly through long day care. Is it correct that the Government's activity test exemption for preschool programs only covers 4 year olds in the year before school?</p> <p>2. Have the States asked the Commonwealth to extend the preschool activity test exemption to three year olds? If so, why hasn't the Government done that?</p> <p>3. How is the activity test requirement affecting access for all children? And what impacts (eg. higher out of pocket costs) is that imposing on families who fail the activity test?</p> <p>4. Please outline what the Government is doing to ensure access to 3 year old preschool for all children, including the most disadvantaged children?</p>		20/06/2024

SQ24-000816	Department of Education	Steph Hodgins-May	Refugees and asylum seekers	<p>1. Can you provide an overview of the current funding allocated for early learning services specifically targeted at refugees and asylum seekers?</p> <p>2. How does the government ensure equitable access to early learning services for refugee and asylum seeker children, particularly in regional and remote areas?</p> <p>3. What are the specific initiatives or programs aimed at improving access to early learning services for refugee and asylum seeker families? What steps are there in place to address barriers?</p> <p>4. Is there collaboration with community organisations and NGOs to enhance access to early learning services for refugee and asylum seeker children? If so what does that look like?</p> <p>5. What plans does the government have to further support the integration of refugee and asylum seeker children into early learning services and the broader community?</p> <p>6. How does the government monitor and evaluate the effectiveness of its policies and programs related to early learning services for refugee and asylum seeker children?</p>		20/06/2024
SQ24-000817	Department of Education	Sarah Henderson	Overdue QoN responses	<p>Responses to Senate Estimates QoN's have been consistently overdue.</p> <p>Please provide the date each QoN was submitted was submitted to the Minister's office, identify how many QoN's were redrafted and when final clearance was provided for each estimates hearing including:</p> <ul style="list-style-type: none"> - 2022-23 Budget Estimates - 2022-23 Supplementary Budget Estimates - 2023-24 Budget Estimates - 2023-24 Supplementary Budget Estimates; and - 2023-24 Additional Estimates. 		24/06/2024

SQ24-000818	Department of Education	Sarah Henderson	Approaches to SEQoNs asked of all (or multiple) agencies document	<p>Which officer in which Branch of your Department received the manual titled 'Approaches to SEQoN's asked of all (or multiple) agencies'?</p> <p>On what date was the manual received?</p> <p>Which officer from which agency or Department provided the manual and by what means was this provided, ie. emal, secure email, hardcopy?</p> <p>On what date was the manual circulated in your Department and to whom was it circulated?</p> <p>For each Senate Estimates Hearing since the manual was distributed how many questions have been answered using the manuals recommended response?</p>		24/06/2024
SQ24-000819	Department of Education	Matthew O'Sullivan	Budget Measure 2024-25 - Permanent Migration Program 2024-25 planning levels and multi-year planning	<p>The Budget Measure 2024-25 - Permanent Migration Program 2024-25 planning levels and multi-year planning represents savings of \$27.148 over the forward estimates.</p> <ul style="list-style-type: none"> - What savings are forecast over the medium term from the cessation of this measure? - Please provide the details of the program/measure that this saving is attributed to. 		24/06/2024
SQ24-000820	Department of Education	Matthew O'Sullivan	2024-25 Budget Measure - Savings form External Labor - extension	<p>Please provide the financial year total save to be achieved under the 2024-25 Budget Measure - Savings form External Labor - extension.</p> <ul style="list-style-type: none"> - How does the Department propose to meet these savings? 		24/06/2024

SQ24-000821	Department of Education	Matthew O'Sullivan	PGPA Act Breaches	<p>Please identify the number of PGPA Act Breaches for each financial year over the previous four financial year and the monetary value of the breaches for the full financial year.</p> <p>Please detail the nature of each breach, what date the breach was detected, on what date the breach occurred, the monetary value of each breach and the action taken to address each breach.</p>		24/06/2024
SQ24-000822	Department of Education	Matthew O'Sullivan	Credit Cards	Please identify the APS level and number of staff at each level that have a corporate credit card.		24/06/2024
SQ24-000823	Department of Education	Perin Davey	Communications	<p>How many of your communications products are translated into other languages?</p> <p>- Please identify which products are translated and which languages they have been translated into.</p>		24/06/2024
SQ24-000824	Department of Education	Perin Davey	Tik Tok	<p>Do any Departmental or Ministerial staff have Tik Tok on a Departmental issued device?</p> <p>- If so, please identify the in which office or branch these staff reside.</p>		24/06/2024
SQ24-000825	Department of Education	Matthew O'Sullivan	Work from home arrangements	<p>Please provide an update on the number of staff at each office location have a work from home agreement (update to SQ24-000007).</p> <p>- What percentage of staff have a work from home arrangement in place?</p> <p>Identify how many staff work from home 1 day per week, two days per week, three days per week, four days per week or five days per week.</p>		24/06/2024
SQ24-000826	Department of Education	Perin Davey	Social Media - paid boosting of posts	<p>Please identify how many and which social media posts have been 'boosted'.</p> <p>- How much was spent on each post that was 'boosted'?</p> <p>- What parametres were used for the boosting of each post ie. geographic or demographic audiences?</p>		24/06/2024
SQ24-000827	Department of Education	Slade Brockman	Freedom of Information Requests	<p>How many Freedom of Information requests have been received for the period 1 July 2023 to present?</p> <p>- How many of these have had a charge applied to the requestor?</p> <p>- What was the total monetary amount of these charges?</p>		24/06/2024

SQ24-000828	Department of Education	Sarah Henderson	Social Media Policy	<p>Please provide a copy of the Department's Social Media Policy.</p> <p>- When was the policy last updated?</p> <p>How many reports or concerns have been raised internally or by members of the public regarding staff social media?</p> <p>How many employees have been counselled about social media concerns?</p> <p>How many employees have been found to have breached the social media policy for the 2023-24 financial year to date?</p>		24/06/2024
SQ24-000829	Department of Education	Sarah Henderson	Board Appointments	<p>Provide an update of portfolio boards, including board titles, terms of appointment, tenure of appointment and board members.</p> <p>Provide an update on new Board appointments since 1 February 2024 to date, including the position, person, date of appointment and any remuneration for the appointment.</p> <p>Provide the total domestic travel cost for each board and member for the financial year 2023-24 to date.</p> <p>Provide the total international travel cost for each board and member for the financial year 2023-24 to date.</p>		24/06/2024
SQ24-000830	Department of Education	Sarah Henderson	Legal Services	<p>Provide the total legal costs for the 2023-24 financial year to date, with internal and external costs itemised separately, noting notional internal legal costs as calculated by timesheet should be included.</p>		24/06/2024
SQ24-000831	Department of Education	Sarah Henderson	Gifts and hospitality	<p>Provide a copy of the Department's gifts and hospitality policy.</p> <p>- When was the policy last updated?</p> <p>Provide a copy of the register of declaration of gifts and hospitality since 1 July 2023 to date.</p>		24/06/2024

SQ24-000832	Department of Education	Sarah Henderson	Briefings to Members or Senators	Has the Department provided briefings to any Members or Senators? If yes, please provide: - Issues/Subject matter - Topics discussed - Attendees at meeting - Date of meeting.		24/06/2024
SQ24-000833	Department of Education	Sarah Henderson	Stationary	For the financial year 2023-24 to date, what was the total amount spent on ministerial stationery requirements? Please itemise this spend.		24/06/2024
SQ24-000834	Department of Education	Sarah Henderson	ICT	For the financial year 2022-23 and 2023-24 to date, what was the total amount spent on the provision of ICT equipment for the ministerial offices? Please provide this amount for each office and identify the amount spent on each item ie. computers, laptops, phones, iPads etc.		24/06/2024
SQ24-000835	Department of Education	Sarah Henderson	Redundancies	How many redundancies were offered during the 2023-24 financial year to date? How many were accepted? What was the total cost of these redundancies?		24/06/2024
SQ24-000836	Department of Education	Matthew O'Sullivan	Contracts	Please confirm the total number of contracts (on-going and terminating) and the total cost of each contract issued on AusTender for the 2023-24 financial year to date.		24/06/2024
SQ24-000837	Department of Education	Matthew O'Sullivan	Bullying, harassment and discrimination	In the financial year 2023-24 to date, how many allegations of bullying, harassment or discrimination have been made by any SES, APS, non-ongoing staff, labour hire staff, contractors or consultants? How many claims were formally or informally investigated? How many allegations were investigated and what further action or investigation was undertaken? How many cases resulted in disciplinary action? Please provide details of any disciplinary action undertaken.		24/06/2024

SQ24-000838	Department of Education	Matthew O'Sullivan	Fair Work Commission	In the 2023-24 financial year to date, how many referrals have been made to the Fair Work Commission by either the Department, an employee or former employee?		24/06/2024
SQ24-000839	Department of Education	Sarah Henderson	School Education Support, Budget Paper 2	<p>In relation to 'School Education Support' in Budget Paper No.2 page 88-89, for each of the following measures please provide details on if the funding is administered or departmental, the profile of funding over the forward estimates and the program details for each measure:</p> <ul style="list-style-type: none"> • \$34.6 million over four years from 2024–25 to support the Digital Technologies Hub, Mathematics Hub, Literacy Hub, Civics and Citizenship Hub, Student Wellbeing Hub, Massive Open Online Courses and Number Check, and Early Learning Languages Australia initiative to make evidence-based curriculum support and professional development materials available to all teachers and school leaders • \$12.7 million over three years from 2024–25 to support the Australian Curriculum, Assessment and Reporting Authority to manage the collection, quality assurance and reporting of school information • \$7.9 million over two years from 2024–25 to support the Online National Assessment Platform to continue national testing of the National Assessment Program – Literacy and Numeracy, Civics and Citizenship, Information and Communication Technology Literacy and Science Literacy • \$5.3 million over two years from 2024–25 to support the Good to Great Schools Australia English, Maths and Science pilot program to deliver targeted supports to students • \$4.2 million over four years from 2024–25 to support the Australian Schools Anti-Bullying Collective to deliver national bullying prevention initiatives • 4.0 million over two years from 2024–25 to support Together for Humanity to deliver initiatives aimed at strengthening intercultural and interfaith understanding and building culturally safe schools • \$1.7 million over four years from 2023–24 to deliver initiatives announced in the Government's youth engagement strategy, Engage! A strategy to include young people in the decisions we make. 		24/06/2024

SQ24-000840	Department of Education	Sarah Henderson	Social Cohesion Funding	<p>The Federation Funding agreements for the Student Wellbeing Boost were amended on 23 October 2023 to provide additional funding to schools with high numbers of Jewish students.</p> <p>Please identify how many schools in each state and territory by sector recieved funding.</p> <p>Please identify the funding amount recieved by each school.</p> <p>Has each state and territory provided the reports specified in the schedule? If so, please advise on what date the report was provided and provide a copy of each report.</p>		24/06/2024
Sq24-000841	Department of Education	Sarah Henderson	Complaints of antisemetic behaviour	<p>How many complaints have been received by the Department about antisemitic behaviour or concerns in schools?</p> <p>How many complaints have been received by a Minister in the portfolio or their office about antisemitic behaviour or concerns in schools?</p>		24/06/2024
SQ24-000842	Department of Education	Sarah Henderson	Together for Humanity Budget measure	<p>Please provide the funding profile over the forward estimates for the Together for Humanity social cohesion Budget measure.</p> <p>The measure is an extension of the existing program. How many schools currently receive or is the program delivered to?</p> <ul style="list-style-type: none"> - Please identify the name and location of each school the program is delivered. <p>How many schools will the program be expanded to through this Budget measure? Please identify the schools that will be included as part of the expansion.</p> <ul style="list-style-type: none"> - How are the schools selected for participation? <p>Has there been an evaluation of the program to date? If so, please provide the date the evaluation was undertaken and a copy of the evaluation report.</p>		24/06/2024

SQ24-000843	Department of Education	Matthew O'Sullivan	Reprioritisation Budget Measure 2023-24	<p>Is the work from the 2023-24 Reprioritisation Budget Measure complete?</p> <ul style="list-style-type: none"> - Since the commencement of the measure, how many schools have over payments been recovered from? - What is the monetary value of overpayments identified to date? - What is the quantum of the overpayments recovered to date? - Has there been an increase of overpayments to schools over the last five years? - Please provide the monetary amount of overpayments made to schools over the last five years. - Please identify how much funding has been recovered in each of these years. - What is the reason for the overpayments? 		24/06/2024
SQ24-000844	Department of Education	Sarah Henderson	Proposed recommendation by the Productivity Commission to remove Deductible Gift Recipient status	<p>The Productivity Commission's 'Future foundations for giving' draft report recommended the removal of Deductible Gift Recipient (DGR) status for schools.</p> <ul style="list-style-type: none"> - Has the Department undertaken any analysis of how many schools in each sector would be impacted by the removal of DGR status? - Has the Department undertaken any analysis on the additional funding that may be required to schools to fund the gap should DGR status be removed? - Has the Department provided any briefings to Ministers within the portfolio on this matter? - Has the Department provided any data to the Treasury on this matter? If so, what data was provided and when? 		24/06/2024
SQ24-000845	Department of Education	Sarah Henderson	Antisemitism in schools	<p>Has the Minister for Education written to State and Territory Education Ministers or approved school authorities regarding the concern of antisemitism?</p> <ul style="list-style-type: none"> - If so, on what date did he write? Please provide a copy of the letter/s and any responses received by those written to. 		24/06/2024
SQ24-000846	Department of Education	Sarah Henderson	National School Resourcing Board	<p>Have the roles of Chair and Deputy Chair of the National School Resourcing Board been advertised?</p> <p>If so, on what date/s were the positions advertised and where?</p> <p>How many applications have been received for each position?</p>		24/06/2024

SQ24-000847	Department of Education	Sarah Henderson	National School Reform Agreements	<p>Extensions to the new school funding agreements with states and territories are currently being negotiated. By what date do the new agreements need to be signed by all parties to ensure funding for the 2025 year is delivered?</p> <p>What is the financial impact for each financial year over the forward estimates to increase the Commonwealth's share of funding by 2.5%. - please provide a breakdown for each state and territory for this 2.5% increase over the forward estimates.</p> <p>What is the cost of the forward estimates to deliver the statement of intent agreements with Western Australia and the Northern Territory. Please provide this for each state and territory.</p> <p>What reforms have been agreed by Western Australia and the Northern Territory in support of the additional funding agreed in the signed statement of intents.</p> <p>What is the Northern territory Government's current share of funding being delivered for both government and non-government schools.</p> <p>Will the government remove the 4% administration clause from the new funding agreements? - Please provide the monetary amount spent by each state and territory in 2022, 2023 and 2024 under this clause?</p>		24/06/2024
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SQ24-000848	Department of Education	Matthew O'Sullivan	Students with Disability data	<p>The Department has advised 1 in every 4 students nationally (approx. 990,000 students) has a disability adjustment to their education learning plan with approximately 720,000 of these students also attracting the 'student with disability' loading paid to schools.</p> <p>Approximately \$3.7 billion is provided to support these 720,000 students requiring additional support. How many of the 720,000 students have an inputted disability as recommended in the Nationally Consistent Collection of Data on School Students with Disability Guidelines.</p> <p>When will the 2024 guidelines be published?</p> <p>What is the reason for the delay in publishing the 2024 guidelines?</p> <p>When will the Government commence publishing data in relation to students with disability as recommended in the final report of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability?</p> <p>Please provide an update on the progress of each recommendation from the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability the Department of Education has direct or indirect responsibility, including those with state and territory education departments.</p>	24/06/2024
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SQ24-000849	Department of Education	Sarah Henderson	School Upgrade Fund - Mount Eliza Secondary College additional funding	<p>Please provide the details of the Government's 2022 election commitment of \$1.5 million to Mount Eliza Secondary College in Victoria, specifically what deliverables were to be achieved with this funding amount.</p> <ul style="list-style-type: none"> - Please advise the date the Department of Education confirmed the \$1.5 million funding commitment with the school and what details were provided. <p>In SQ24-000012 Attachment A, page 4, the Department advised an '<i>Additional \$5.79 million is being provided for Mount Eliza Secondary College to meet cost pressures for the project</i>'.</p> <ul style="list-style-type: none"> - Please advise on what date the Government received the first advice from Mount Eliza Secondary College of the cost pressures for the project. - Please provide a copy of all correspondence between Mount Eliza Secondary College, the Department and the Minister's office advising of and outlining the details of the cost pressures for the project. - Please provide a copy of all evidence relating to the increased cost pressures, including quotes from any contractors. - Please provide a copy of the signed brief from the Minister for Education approving the increased funding. - Did the Department independently verify the additional cost pressures? If so, on what date did this occur? - Please advise the date Mount Eliza Secondary College were informed the request for additional cost pressure funding would be provided? By what means was this confirmation provided? - What is the expected completion date for the project? - Did the Minister or any member of Government make an announcement of this additional funding and if so on what date did this occur? 		24/06/2024
SQ24-000850	Department of Education	Sarah Henderson	School Upgrade Fund	<p>How many schools that received funding through the Schools Upgrade Fund have requested additional funding due to cost pressures?</p> <p>Of these, how many requests for additional funding have been approved?</p>		24/06/2024
SQ24-000851	Department of Education	Sarah Henderson	School Upgrade Fund - Round 1A	<p>How many projects funded under Round 1A of the Schools Upgrade Fund have been completed?</p> <ul style="list-style-type: none"> - Please provide an update to SQ24-000012 indicating which projects are now complete. 		24/06/2024

SQ24-000852	Department of Education	Sarah Henderson	School Upgrade Fund - Round 1A	<p>On what date were the following three projects added to the School Upgrade Fund - Round 1A:</p> <ul style="list-style-type: none"> - North West Support School (Burnie Campus) - \$32,500 - North West Support School (Devonport Campus) - \$18,000 - Wagaman Primary School - \$30,000. <p>Please provide a reference to each announcement by the Government during the 2022 election.</p> <p>Evidence provided by Mr Donovan during the hearing noted projects were transferred to the Department of Education in the 2034-24 Budget. Please provide a reference to the line item in the 2023-24 Budget Papers or relevant agency Portfolio Budget Statements.</p>		24/06/2024
SQ24-000853	Department of Education	Sarah Henderson	School Upgrade Fund - Round 1A	<p>Mr Andrew Leigh, Member for Fenner announced a commitment to Ngunnawal Primary School for \$50,000 for a shade structure on facebook (https://www.facebook.com/AndrewLeighMP/posts/552308906267817) which links to an article published in the Canberra Times. The details of the commitment were outlined in this article.</p> <p>Eight of the nine commitments have to date been included and funded under the School Upgrade Fund - Round 1A. Why was the \$50,000 commitment to Ngunnawal Primary School missing from this funding program?</p> <ul style="list-style-type: none"> - On what date and by whom was the Department advised to exclude this project from the School Upgrade Program? - Was this commitment transferred to another Department or Agency? If so, on what date did this occur? Please provide a reference to relevant line items in the Budget Papers. 		24/06/2024
SQ24-000854	Department of Education	Sarah Henderson	School Upgrade Fund - Round 1A	<p>Ms Ged Kearney, Member for Cooper announced a commitment to Thornbury Primary School for \$50,000 to upgrade school toilets on facebook (https://www.facebook.com/GedKearneyLabor/posts/522047672697519).</p> <p>This commitment was one of three announced by Ms Kearney. Only two of the three commitments have to date been included and funded under the School Upgrade Fund - Round 1A. Why was the \$50,000 commitment to Thornbury Primary School missing from this funding program?</p> <ul style="list-style-type: none"> - On what date and by whom was the Department advised to exclude this project from the School Upgrade Program? 		24/06/2024

				- Was this commitment transferred to another Department or Agency? If so, on what date did this occur? Please provide a reference to relevant line items in the Budget Papers.		
SQ24-000855	Department of Education	Sarah Henderson	School Upgrade Fund - Round 1A	<p>Ms Anne Aly, Member for Cowan announced a commitment to East Hammersley Primary School for \$50,000 for a Green Sustainable Classroom on facebook (https://www.facebook.com/anneazzaaly/posts/539948627506848).</p> <p>This commitment was one of twelve announced by Ms Aly. Eleven of the twelve commitments have to date been included and funded under the School Upgrade Fund - Round 1A. Why was the \$50,000 commitment to East Hammersley Primary School missing from this funding program?</p> <p>- On what date and by whom was the Department advised to exclude this project from the School Upgrade Program?</p> <p>- Was this commitment transferred to another Department or Agency? If so, on what date did this occur? Please provide a reference to relevant line items in the Budget Papers.</p>		24/06/2024
SQ24-000856	Department of Education	Sarah Henderson	Better, Safer Future for Central Australia Plan	<p>A milestone in the funding agreement for the Better, Safer Future for Central Australia Plan was that the Northern Territory Government would provide a progress report by 17 November 2023.</p> <p>- On what date was the progress report received</p> <p>- Please provide a copy of the report submitted.</p>		24/06/2024
SQ24-000857	Department of Education	Slade Brockman	Scaling up success in remote schools - update to SQ24-000311	Please update SQ24-000311 to include a description of the program that will be delivered in each school participating in the program.		24/06/2024

SQ24-000858	Department of Education	Sarah Henderson	Commonwealth Teaching Scholarships	<p>The Department received 3,183 applications for the 5,000 available Commonwealth Teaching Scholarships Program.</p> <ul style="list-style-type: none"> - How many applicants were successful? - Were all non-successful applicants advised of the reason they were not successful in this round? - Will non-successful applicants be eligible to apply for future scholarships? - How many of the successful applicants have signed the agreement? - Please provide a copy of the template agreements and any additional supporting information provided to successful applicants? - What was the average and median age of applicants to the program? - What was the average and median age of successful applicants? 		24/06/2024
SQ24-000859	Department of Education	Matthew O'Sullivan	Student Wellbeing Boost	Please update SQ24-000347 to identify if the school was a government or non-government school.		24/06/2024
SQ24-000860	Department of Education	Matthew O'Sullivan	Voluntary Mental Health Check Tool	<p>On 2 February 2023 the Minister for Education announced \$10.8 million for a mental health check tool.</p> <ul style="list-style-type: none"> - Has this been delivered? If so, please provide a link to this. 		24/06/2024
SQ24-000861	Department of Education	Perin Davey	Clontarf Foundation	<p>The Department of Education has provided approximately \$98 million to the Clontarf Foundation including an additional \$32.8 million in the 2024-25 Budget.</p> <ul style="list-style-type: none"> - Please advise if an evaluation has been undertaken by the Government on the investment and success of the Clontarf Foundations program funded by Government. - Please advise the locations the Clontarf program is delivered in and how many participants have been involved in each year the Department of Education has funded the program. - How much of the \$32.8 million being provided in the 2024-25 Budget is for administration of the program by the Department of Education and the Clontarf Foundation? 		24/06/2024

SQ24-000862	Department of Education	Matthew O'Sullivan	NDIS Review	<p>Does the Department of Education have a lead role in implementing any recommendations from the NDIS Review? If so, please specify.</p> <p>Which recommendations from the Review is the Department of Education assisting in responding to? Please specify.</p> <p>Recommendation 2.5 stated: All Australian governments should take steps to protect the right to inclusive education for children with disability and developmental concerns in early childhood education and care and schools.</p> <ul style="list-style-type: none"> - What frameworks underpin the Department of Education's responsibility to monitor and hold schools accountable to ensure compliance of their commitments to inclusive education. - What action has the Department taken to develop greater training for all education staff to understand the laws, policies, programs and inclusive education approaches to teaching and learning? <p>Recommendation 2.6 stated: National Cabinet should agree to a multilateral schedule to a new Disability Intergovernmental Agreement that replaces the principles for determining the responsibilities of the NDIS and other service systems, including the Applied Principles and Tables of Supports to better clarify respective responsibilities. The NDIS Review recommends the Applied Principles and Tables of Support (APTOS) be replaced with a multilateral schedule to create a more comprehensive and clear understanding of distinguishing responsibilities between the NDIS and other systems.</p> <ul style="list-style-type: none"> - Does the Department have any updated responsibilities following the change in frameworks? If so, what are they? <p>Recommendation 2.8 stated: The National Disability Insurance Agency and the Department of Education with state and territory and disability agencies, should develop a plan to better connect the NDIS and school education systems and improve educational outcomes for children with disability.</p> <ul style="list-style-type: none"> - Has the Department engaged with the matter with the NDIA to implement this recommendation? Is there a workplan to action this recommendation? If so, please provide. - Does the Department of Education accept the need for revised frameworks to better connect the NDIS and school education systems to improve educational outcomes for children with disability. - What are the Departments priorities moving forward to ensure the education 	24/06/2024
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				<p>system and NDIS will successfully ensure funding and supports are complementary, connected and outcomes focused?</p> <p>- The NDIS review referenced a statement made by a carer for a person with disability not on the NDIS (page 25) in which the following statement was made: "It seems to be a box ticking process. If your disability is listed then you get some support, but if it isn't then the answer is simply no help required. There seems to be no support to help those with a disability that is permanent and cannot be cured that affects ability to learn at school when the education department does nothing to help either... My children cannot get the support they need to be successful and meet their potential at school because I cannot afford private tutoring or technical supports for them to use whilst at school and home. Their specific learning disabilities are not recognised by NDIS."</p> <p>§ Does the Department have or is in the process of developing draft frameworks for how to better plan, coordinate and streamline NDIS funded supports in school settings to ensure inclusive education?</p>		
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SQ24-000863	Department of Education	Matthew O'Sullivan	\$34.6 million for professional development materials	<p>The Budget provides \$34.6 million to deliver professional development materials for teachers and school leaders through a National Teacher Resources Hub.</p> <ul style="list-style-type: none"> - Please provide a breakdown of the funding for administered and capital funding. - Who will lead the implementation of the National Teacher Resources Hub? - What platform with the National Teacher Resources Hub be hosted on? - Who will develop or produce the professional development materials to be delivered through the hub? - Will materials that are developed be tested through a Committee or expert group prior to release? If so, please provide details of this mechanism and group. - When will the National Teacher Resources Hub be available for use? 	24/06/2024
SQ24-000864	Department of Education	Slade Brockman	High Achieving Teachers Program pilot expansion grants	<p>A grant opportunity was advertised on 24 April 2024 for providers to deliver the expansion of the High Achieving Teachers Program pilot expansion.</p> <p>Is this grant opportunity to fill the additional 1,500 places committed to under the National Teacher Workforce Action Plan.</p> <p>Grants closed on 22 May 2024. How many grant applications were recieved?</p> <ul style="list-style-type: none"> - What is the timeline for assessing applications and advising successful grant applicants? <p>Why has the Department elected to outsource the delivery of these places rather than deliver these through AITSL as per the current arrangements?</p> <p>The plan committed to commence the pilot program in the second half of 2023. Why has this been delayed?</p> <ul style="list-style-type: none"> - Will the additional places still be delivered by 2025 as per the commitment in the plan? 	24/06/2024

SQ24-000865	Department of Education	Perin Davey	Consent and respectful relationships education	<p>The measure was first announced in the October 2022-23 Budget (BP2 p.91) with the formation of a National Respectful Relationships Education Expert Advisory Group to perform a rapid review. Payments for this measure would be made to the states and territories and was initially announced at \$77.6 million.</p> <p>The NRREEWG communique No.8, 24 May 2024 indicate the report on the rapid review and the development of the framework have yet to be finalised.</p> <p>In relation to the Rapid Review, what has been achieved and when will the rapid review be completed?</p> <ul style="list-style-type: none"> - when will the report be provided to the NRREEWG? - will the report be made public? - what gaps did the review find in the delivery of respectful relationships education in schools? - what was the value of the contract for the Monash University's Gender and Family Violence Prevention Centre to undertake the work on the rapid review report and the development of the framework? - How many updates has the Department provided to the Minister regarding the implementation of the initiative - What advice been developed and provided to priority cohorts on the delivery of respectful relationships education including for people with disabilities, CALD communities, Aboriginal and Torres Strait Islander communities - Did the review make any findings on gaps in the delivery of respectful relationships education in non-government schools? <p>In relation to grant funding, have the guidelines for the funding program been finalised/signed off by the Minister?</p> <ul style="list-style-type: none"> - If so, on what date were the guidelines finalised? - what quantum of funding has been spent and allocated to the states to date? - what methodology was used to determine the funding? - what are eligible activities/ programs? - was the non-government schools component reduced? If so, why? - will schools be required to source respectful relationships education from nominated providers? If so, how have the providers been selected? - Are there KPI's/or deliverables required for the funding each year? - How much will be spent on monitoring and evaluation? Has anyone been engaged to undertake this work? 	24/06/2024
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SQ24-000866	Department of Education	Perin Davey	National Consent Survey	<p>Is this measure fully funded (\$5m) by Education for the Australian Human Rights Commission to undertake the survey</p> <ul style="list-style-type: none"> - What is the \$1million expenditure in 2023-24 under the Education portfolio in the 2024-25 budget papers for? - What activities/measures have been funded or will in the future? - Does the Minister receive briefings with regard to the progress of this measure? - What is the timeline for the survey given it was announced in 2022 and reannounced in 2023? - Who has been awarded the tender for the digital media agency? - How will the survey be rolled out? - What is the sample size of the survey - How does this survey differ from the National Survey of Secondary Students and Sexual Health (2021) - What basis has the Consent and Respectful Relationships Education framework and guidelines been based on without this survey? - Has the Minister for Education briefed the Minister for Social Services or the Assistant Minister for the Prevention of Family and Domestic Violence on this measure? If so, please provide the dates of this meeting/briefing. 		24/06/2024
SQ24-000867	Department of Education	Matthew O'Sullivan	Destination Australia	<p>Please confirm the savings for each year over the forwards and medium term for the cessation of the Destination Australia Program.</p> <ul style="list-style-type: none"> - How many scholarships for each financial year over the forward estimates will no longer be allocated as a result of this measure? - How many Destination Australia Scholarships were to be funded each year of this measure over the forwards and medium term that will no longer be available due to the programs cessation? 		24/06/2024
SQ24-000868	Department of Education	Matthew O'Sullivan	Contract CN4051945	<p>Please outline the work to be undertaken for Contract CN4051945.</p>		24/06/2024

SQ24-000869	Department of Education	Slade Brockman	2023-24 Budget Measure: Optimise the Tertiary Collection of Student Information system	The Department was provided \$36.9 million in the 2023-24 Budget. - Please provide an update on the status of this measure. - When is the project expected to be complete? - How many APS staff are allocated to this project? - How many contractors are allocated to this project? - What outcomes have been achieved to date?		24/06/2024
SQ24-000870	Department of Education	Slade Brockman	2022-23 Budget Measure - Improving the Administration of Student Loans	The Department was provided \$87.8 million over 5 years to improve the administration of student loans which included \$53.1 million in capital funding. - How much has been spent on this project to date? - How many APS staff are/have working on the project? - How many contractors are/have worked on the project? - What outcomes have been achieved to date?		24/06/2024
SQ24-000871	Department of Education	Sarah Henderson	Complaints of antisemitic behaviour	How many complaints have been received by the Department about antisemitic behaviour or concerns in higher education? How many complaints have been received by a Minister in the portfolio or their office about antisemitic behaviour or concerns in higher education?		24/06/2024
SQ24-000872	Department of Education	Matthew O'Sullivan	Australian-American Fulbright Commission	How much funding is provided to the Australian-American Fulbright Commission? - Please provide details of this funding by financial year over the forwards.		24/06/2024
SQ24-000873	Department of Education	Perin Davey	Destination Australia Program	For each year the Destination Australia Program has been in operation, please provide the number of scholarships awarded to each university and the corresponding financial funding for each year. What funding will be provided to each university to fulfil the existing scholarships. Please provide this figure by financial year over the forward estimates indicating the number of scholarships to be funded in each of the remaining years.		24/06/2024

SQ24-000874	Department of Education	Sarah Henderson	Quality Indicators for Learning and Teaching	<p>The 2024-25 Budget has reduced funding for the Quality Indicators for Learning and Teaching Program.</p> <ul style="list-style-type: none"> - How will this save be achieved? - What functions, activities or programs will be reduced or ceased as a result of this measure? <p>There are currently three vacant positions on the Quality Indicators for Learning and Teaching Working Group. When will these positions be filled?</p>		24/06/2024
SQ24-000875	Department of Education	Sarah Henderson	Equity in Higher Education Panel	<p>How many times has the Equity in Higher Education Panel met?</p> <ul style="list-style-type: none"> - please provide details of the date of each meeting. <p>Please provide the total cost for each meeting including travel, catering and any other associated costs.</p>		24/06/2024
SQ24-000876	Department of Education	Sarah Henderson	Council for International Education	<p>How many times has the Council for International Education met?</p> <ul style="list-style-type: none"> - please provide details of the date of each meeting. <p>Please provide the total cost for each meeting including travel, catering and any other associated costs.</p>		24/06/2024
SQ24-000877	Department of Education	Sarah Henderson	Australia's Economic Accelerator Advisory Board	<p>How many times has the Australia's Economic Accelerator Advisory Board met?</p> <ul style="list-style-type: none"> - please provide details of the date of each meeting. <p>Please provide the total cost for each meeting including travel, catering and any other associated costs.</p>		24/06/2024
SQ24-000878	Department of Education	Sarah Henderson	Memorandum of Understanding on Cooperation in Education and Research between Australia and China	<p>The Australian Government has signed a Memorandum of Understanding on Cooperation and Research with the People's Republic of China on 17 June 2024.</p> <p>What benefits will Australia receive as a result of this agreement?</p> <p>Are there any performance metrics that will be used to assess the benefit of this arrangement?</p> <p>How will success against point 5 'Transnational education partnerships and other institutional links: the participants will continue to support appropriate partnerships and two-way student and academic mobility between Australian</p>		24/06/2024

				and Chinese education institutions be delivered given the proposed international student caps outlined in the Education Services for Overseas Students amendment (Quality and Integrity) Bill 2024?		
SQ24-000879	Department of Education	Perin Davey	Tertiary Access Payment	Please provide the number of applications, rejections and approvals for the Tertiary Access Payment for the calendar years 2022, 2023 and 2024 to date.		24/06/2024

SQ24-000880	Department of Education	Sarah Henderson	HELP Debt waiver Budget Measure	<p>The Government announced on 5 May 2024 that it would cut the student debt of more than three million Australian's in the Budget. The announcement noted the measure would be backdated to cover the record high indexation of 7.1% applied to student loans in 2023.</p> <p>On 1 June 2024, despite this announcement indexation of 4.7 per cent was applied to more than 3 million Australians with a HELP Loan. When will the measure be implemented?</p> <ul style="list-style-type: none"> - On what date will Australians with a HELP Loan, VET Student Loan, Australian Apprenticeship Support Loan or other student loan receive the cost of living relief promised? - How will Australian's receive the 'refund'? Will this be provided directly to their bank accounts, via cheque or applied as a credit to their tax refund? - Will Australian's eligible to receive the credit receive a letter or notice in their myGov account? - Did the figure and statement 'wiping around \$3 billion' of debt include the indexation reduction amount applied to loans on 1 June 2024? - The measure has a cost impact to the Budget of \$239.7 million over five years or \$590.2 million over the forwards. Please provide the financial impact of this measure for each year over the forward estimates. <p>The Wage Price Index (WPI) has been below the Consumer Price Index (CPI) only four times in 25 years, two of these being in 2022 and 2023. Please provide the WPI and CPI forecast over the forward estimates.</p> <p>Did the Department undertake any modelling on whether this measure would reduce the average repayment term for someone repaying their loan, noting the 2024-24 Budget states the average repayment term is 9.6 years which is consistent with the repayment term reflected in the 2023-24 Budget?</p> <ul style="list-style-type: none"> - Please provide the modelling on reduced debt repayment terms. <p>Please provide the debtor data used to cost this Budget measure.</p> <p>The 2024-25 Budget Paper 1 on page 341 reports the 'fair value' of outstanding HELP debt as \$43.2 billion. What is the actual amount of outstanding HELP debt?</p> <p>The Minister's media release of 5 May 2024 included a table with estimates of</p>	24/06/2024
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				<p>the credits debtors would receive by debt amount. Could you please provide the number of debtors that fall into each of those debt category amounts.</p>		
SQ24-000881	Department of Education	Sarah Henderson	HELP Loan considerations by banks	<p>The Minister has stated publicly that the Government has written to the Australian Banking Association (ABA) seeking advice on changing the treatment of HELP loans for the purposes of applying for a mortgage. On 9 May 2024, the Chief Executive of the ABA, Anna Bligh publicly responded, stating "banks would support the government referring the matter to the Council of Financial Regulators.</p> <ul style="list-style-type: none"> - Has the Government referred this matter for consideration to the Council of Financial Regulators? If so, on what date was the matter referred? - When will the Government make a decision on this matter? 		24/06/2024

SQ24-000882	Department of Education	Sarah Henderson	Rapid Review into the Exploitation of Australia's Visa System	<p>Which recommendations from the Rapid Review into the Exploitation of Australia's Visa System is the Department the lead agency?</p> <ul style="list-style-type: none"> - Please identify each recommendation. <p>How many recommendations does the Department have a key role in?</p> <ul style="list-style-type: none"> - Please identify each recommendation. <p>Is the Department a participant in Operation INGLENOK?</p>		24/06/2024
SQ24-000883	Department of Education	Sarah Henderson	Inquiry into racism in the universities sector	<p>On 14 May 2024 the Minister for Education issued a media release committing \$1 million to establish an inquiry into racism in the universities sector.</p> <ul style="list-style-type: none"> - This funding is being provided by the Department of Education, what role will the Department have in the inquiry ie. provide policy advice, secretariat support, participate in working group, approve report before release etc. - Why given the prevalence of antisemitic and broader racist behaviour occurring on university campuses right now, will the final report not be delivered until June 2025? - Will both the interim and final reports be released publicly? 		24/06/2024
SQ24-000884	Department of Education	Matthew O'Sullivan	Student Services and Amenities Fee Budget measure	<p>How many providers are eligible to charge the Student Services and Amenities Fee (SSAF)?</p> <ul style="list-style-type: none"> - How many providers do charge the SSAF? - Please provide a list of each provider that charges the SSAF and how much revenue is generated by each provider from the collection of the SSAF? <p>Students may be eligible to defer payment of the SSAF by entering into an SA-HELP Loan.</p> <ul style="list-style-type: none"> - How many students each year over the last 10 years have taken an SA-HELP Loan? - For each financial year over the last 10 years, what is the value of the SA-HELP loan category? - Are SA-HELP Loans indexed? - What is the current outstanding balance for the SA-HELP loan category? <p>By mandating 40% of the SSAF be directed to student led organisations including student associations, student unions and student guilds, how will universities and the Government ensure student services such as health, legal, financial and welfare supports continue to be provided to students.</p> <ul style="list-style-type: none"> - Of the 40% redirected to student led associations, will any amount of funding 		24/06/2024

				<p>be able to be used by the student association for administrative costs? - How much of the SSAF funding currently charged by universities can be retained for administration/management functions?</p>		
SQ24-000885	Department of Education	Matthew O'Sullivan	Commonwealth Practical Payment	<p>The total cost of the Budget measure is \$427.4 million. - Please provide the cost by financial year over the forward estimates and medium term for this measure.</p> <p>Paid practical placements will be available to both higher education students and VET students. For each year over the forward estimates and medium term, please provide the eligible student modelling by each sector (higher education and VET).</p> <p>Please outline the means test elements that will be used to determine a students eligibility for the Commonwealth Practical Payment.</p> <p>Will there be any income or assets tests applied, including prental income tests?</p> <p>How much of the \$427.4 million over the forwards has been provisioned as an administration fee/payment for higher education and VET providers to deliver these payments to students. - will the admin fee be provided on a per student basis or per transaction basis?</p> <p>Which stakeholders have you consulted with on the design and delivery of the</p>		24/06/2024

				<p>Commonwealth Practical Payment?</p> <p>Many disciplines such as occupational therapists, veterinarians and clinical psychologists have been excluded despite the significant skills shortages in these areas.</p> <ul style="list-style-type: none"> - Why did the government exclude disciplines that have a skills shortage? - What is the number of students in these discipline areas that undertake a mandatory placement each year? 		
SQ24-000886	Department of Education	Perin Davey	FEE-FREE Uni Ready Courses	<p>Please provide the cost by financial year over the forward estimates and medium term for this measure.</p> <p>Please provide the number of places allocated in each financial year over the forward estimates and medium term.</p> <p>Recommendation 12c in the final Accord Report recommended 'funding for preparatory courses reflects the cost of delivery'.</p> <ul style="list-style-type: none"> - What work was undertaken to establish the cost of delivery for each course? - Were there any informal or formal reviews undertaken to assess the delivery costs? - Which stakeholders were engaged in the consultation to establish the cost of delivery? <p>Which providers will be eligible to receive these places? ie. Table A providers etc.</p>		24/06/2024

				<p>You advised the allocation of places in 2025 would be determined by the Department. Please advise how many places each provider will receive in 2025.</p> <p>From 2026 onwards you advised places would be allocated using a managed growth system. Please provide details on what a managed growth system will be defined as.</p>		
SQ24-000887	Department of Education	Perin Davey	Demand driven funding	<p>1. Has there been an increased enrolment of Indigenous students at university this year as a result of the demand driven funding put in place as a measure from the interim Accord report?</p> <p>a. When will data be available to ascertain if this measure has had an impact?</p> <p>b. Can you provide the baseline figures for enrolments for Indigenous students over the last ten years, so we can see the growth trajectory.</p> <p>c. How many additional Indigenous students were anticipated to enrol as a result of this measure?</p> <p>d. The cost for this measure according to the explanatory memorandum for the legislation was \$34.1 million. Is that funding amount still what is budgeted for?</p> <p>e. For each financial year how many places were provisioned for? Please provide the modelling estimate for each year of the measure over the forward estimates and medium term.</p>		24/06/2024
SQ24-000888	Department of Education	Perin Davey	Higher Education Continuity Guarantee	<p>The Higher Education Continuity Guarantee was to be extended for the calendar years 2024 and 2025 to provide funding certainty for universities.</p> <p>- What is the cost of this extension for each financial year? Please provide the reference to the line item in the Budget.</p>		24/06/2024

SQ24-000889	Department of Education	Perin Davey	Strengthening University Governance	<p>There was a recommendation in the interim report to strengthen university governance to be done in coordination with states and territories. Was there a financial allocation for this measure?</p> <p>- Please provide an update on the work undertaken to date.</p>		24/06/2024
SQ24-000890	Department of Education	Matthew O'Sullivan	2022 Election commitment to CQU	<p>Has the Department received correspondence from CQU in relation to the increased costs for the Government 2022 election commitment?</p> <p>- Please provide a copy of all correspondence between the department and CQU and any other agencies or departments on this matter.</p> <p>- On what date did the Department of Education first receive advice from CQU or another agency or Department of the increased cost to CQU's CBD campus?</p>		24/06/2024
SQ24-000891	Department of Education	Sarah Henderson	Charles Darwin University medical school	<p>The 2024-25 Budget allocated \$24.6 million to fund a medical school at Charles Darwin University.</p> <p>- Please provide the funding profile for each financial year for this measure.</p> <p>- Will a grant agreement be signed with CDU for the funding allocation?</p> <p>- How many other universities have submitted proposals to fund medical schools?</p>		24/06/2024
SQ24-000892	Department of Education	Sarah Henderson	Research	<p>In the 2022 election, the Government committed to lifting research investment to 3% of GDP. When will this be delivered?</p>		24/06/2024
SQ24-000893	Department of Education	Sarah Henderson	International student modelling	<p>Please provide the modelling and forecast data that was provided to the Minister or any other agency or Department on the return of international students post the COVID-pandemic for international student enrolments.</p> <p>- Please provide the modelling by sector and state and territory.</p> <p>How does the modelling undertaken from July 2022 vary from the numbers in 2023 and 2024?</p> <p>- please detail the increase on the projected numbers from July 2022.</p>		24/06/2024
SQ24-000894	Department of Education	Sarah Henderson	English Language Requirements	<p>The Minister for Home Affairs made an instrument providing exemptions from English language requirements for pathway programs. What advice, if any was provided by the Department of Education to the Department of Home Affairs?</p> <p>- Please provide a copy of the advice, including any briefings or correspondence to the Minister for Education.</p>		24/06/2024

SQ24-000895	Department of Education	Sarah Henderson	International Student caps	<p>1. What consultation has been undertaken with the Department of Foreign Affairs and Trade on the implementation of international student visa caps?</p> <ul style="list-style-type: none"> - Please provide details of the meetings including the date of each meeting, the subject matter and the relevant SES attendees. <p>2. Has the Minister for Education met with the Minister for Foreign Affairs to discuss the implementation of the international student caps?</p> <ul style="list-style-type: none"> - Please provide the dates of any relevant meetings <p>3. Institutions have already commenced planning and made offers to international students for the 2025 intake year. Will offers already made to international students be honoured by the Government?</p> <ul style="list-style-type: none"> - Will the Government consider the conditional offers already made by institutions when setting the cap for 2025? - If the Government implements a cap and the student has already submitted and paid for their visa application to be processed, will the student be refunded the application fee amount? 		24/06/2024
SQ24-000896	Department of Education	Sarah Henderson	Strong Beginnings (Transition) Fund	How much funding has been allocated to each institution under the Strong Beginnings (Transition) Fund?		24/06/2024
SQ24-000897	Department of Education	Matthew O'Sullivan	Increased wages for Educators	<p>The Government has set aside \$30 million for IT and payment services to deliver the wage increase for educators. What are those IT and payment services exactly?</p> <p>The Department contracted PriceWaterhouseCoopers to review existing targeted programs in the National Workforce Strategy.</p> <ul style="list-style-type: none"> - What was the purpose of the review and what were the findings? - Will you make the report public? 		24/06/2024
SQ24-000898	Department of Education	Matthew O'Sullivan	Cheaper Child Care Legislation review	<p>How many applications did the Department receive for the Approach to Market for the independent review into the Family Assistance Legislation Amendment (Cheaper Child Care) Bill 2022?</p> <p>Can the Government confirm the final Independent report will be tabled in both Houses by October 10, 2024 (exactly 15 sitting days from 22 July - which the Department advised the Minister will receive the report)?</p> <p>When will the Department have Q1 2024 enrollment data?</p>		24/06/2024

SQ24-000899	Department of Education	Matthew O'Sullivan	Workforce Training Package	<p>As at 20 June 2024, how many applications has the Department received from providers for funding from the \$72 million workforce package? - How many have been approved?</p> <p>As at 20 June 2024, how much of the \$72 million has been paid to providers?</p> <p>How many early childhood educators and teachers are currently in Australia on working visas? - Does the Government know how many of those visas are set to end this year? - What is the Government doing to support those educators to continue working in Australia given changes to the Temporary Skilled Migration Income Threshold?</p>	24/06/2024
SQ24-000900	Department of Education	Matthew O'Sullivan	Fee Free TAFE	<p>As at 20 June 2024, how many enrolments in early childhood education courses (Cert III and Diploma) have been supported through fee-free TAFE?</p> <p>As at 20 June 2024, how many completions in those courses have been supported through fee-free TAFE?</p> <p>Between May 2022-May 2024, how many people have enrolled in an early childhood education degree?</p> <p>Since May 2022, how many people have graduated with an early childhood degree?</p> <p>Since January 2023, how many enrolments in early childhood education courses (Cert III and Diploma) have been supported through registered training organisations (non-TAFE)?</p> <p>Since January 2023, how many completions in those courses have been supported through registered training organisations (non-TAFE)?</p>	24/06/2024

SQ24-000901	Department of Education	Slade Brockman	Integrity Support Measures	<p>In the Budget, there is \$84.2 million to increase the audits of providers in the sector, with a focus on Family Day Care and In Home Care. Why is the Government only focusing on those two parts of the sector?</p> <p>Does the Department have any data or evidence that suggests there is fraudulent activities or non-compliance occurring in Family Day Care and In Home Care at the moment regarding gap fee collection? Please provide it.</p> <p>Can you provide some further information on what the \$8.3 million for social services, and the \$4.8 million for the ATO will assist with?</p> <p>There is also \$1.3 million for the Australian Transaction Reports and Analysis Centre (AUSTRAC) to assist the Department to identify unexplained wealthy individuals. Is the Department concerned there are a large number of individuals rorting the sector?</p> <p>What data or evidence does the Department have to suggest there are wealthy individuals potentially rorting the system? Please provide it.</p> <p>How will AUSTRAC identify those individuals?</p> <p>What is the punishment for those who are found to be doing the wrong thing?</p>	24/06/2024
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SQ24-000902	Department of Education	Slade Brockman	Starting Blocks/Reporting responsibilities	<p>As of 20 June 2024, which providers have reported their financial information to the Department?</p> <p>Have any providers failed to report their financial information? (excluding those who are not at their reporting period yet).</p> <p>How many page views has the Starting Blocks website received from 1 January 2024 - 1 June 2024?</p> <p>Who was contracted to revamp the Starting Blocks website?</p> <p>Please provide a breakdown of the \$467,000 paid for the website revamp.</p> <p>What deliverables were provided as part of the revamp of the website?</p> <p>What does the revamp of a government website mean?</p> <p>What did the revamp entail?</p> <p>Where is the website hosted?</p> <p>Which service is hosting the website?</p> <p>Is the Starting Blocks website hosted in the cloud?</p> <p>What cyber security protections does the Starting Blocks website have?</p> <p>Is the Department or ACECQA aware of any malicious attacks on the Starting Blocks website since 1 January 2023?</p>	24/06/2024
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SQ24-000903	Department of Education	Perin Davey	Inclusion Support Program	<p>What is the normal wait time for a provider for approval for ISP funding?</p> <p>Are claims being processed in that time currently or is it a longer wait time for ISP funding?</p> <p>Please provide a comparison of wait times for ISP funding in March 2022 vs March 2024.</p> <p>In terms of cases being assessed, please provide a comparison of March 2022 vs March 2024.</p> <p>In January, the Department emailed services to inform them about changes, including new applications for an additional educator. Why are additional educators only funded until 30 June 2024?</p> <p>Does the Department acknowledge this puts further administrative burden on services requiring an additional educator after 30 June 2024, who will now be required to reapply?</p> <p>The 2024-25 Budget only includes funding for one year, does the Government plan to cease the program in 2025?</p> <p>Will any of the \$98 million set aside in the Budget be used to increase the funding rate for inclusion support workers?</p> <p>Has the Department been asked to cost an expansion of the ISP?</p>	24/06/2024
SQ24-000904	Department of Education	Matthew O'Sullivan	Kingston SE	<p>When was the Grant Agreement provided to Kingston SE for their \$1.8 million?</p> <p>What date was the Agreement due back to Government?</p> <p>What date was the \$1.8 million given to the community of Kingston SE?</p>	24/06/2024

SQ24-000905	Department of Education	Sarah Henderson	Child Care Subsidy Approval Delays	<p>What is the average wait time for a family day care provider to receive Child Care Subsidy approval?</p> <p>As mentioned in Senate Estimates - Canopy Early Learning in Dakabin, QLD has been waiting five months for CCS approval. We understand the centre changed ownership and name, but was previously operating as a service. Why has it taken five months for this approval?</p>	24/06/2024
SQ24-000906	Department of Education	Matthew O'Sullivan	Activity Test Modelling	<p>We are aware that the Department has investigated different policy options regarding the Activity Test. Can the Department provide all policy options regarding the Activity Test, that you have costed and or investigated?</p>	24/06/2024
SQ24-000907	Department of Education	Slade Brockman	Early Years Strategy	<p>What is the Department's involvement in the Early Years Strategy?</p> <p>How will the Department be involved in the first action plan, which is due to be developed this year?</p> <p>Does the Department have any new funding to help implement this strategy?</p> <p>The Strategy highlights the Government's commitment towards universal child care - has the Department been asked to cost what 100% universal child care would cost?</p> <p>In her speech launching the Strategy, Minister Rishworth announced a \$100 million Outcomes Fund, which would focus on supporting outcomes for families and children. Where does that funding come from, Social Services or Education?</p>	24/06/2024

<p>SQ24-000908</p>	<p>Department of Education</p>	<p>Perin Davey</p>	<p>Community Child Care Fund</p>	<p>How much did the Government spend last year in Community Child Care Fund grants? - Please provide data for CCCF spending in 2022-23, 2021-22 and 2020-21?</p> <p>Please confirm the increase for the CCCF from 2023-24's Budget to 2024-25's Budget is \$39 million? - Please provide a breakdown of the 2024-25 Budget funding through the different grant schemes.</p> <p>In October last year, the government announced successful applicants of the most recent limited supply grant round. How much of that \$16 million has been delivered to services?</p> <p>In February, there was a grant round for disadvantaged and vulnerable communities - how many applications did the Department receive?</p> <p>The Department engaged Deloitte to conduct a 12 month review of the Community Child Care Fund. Who requested that review be undertaken, and what was the purpose of the review?</p> <p>Is there a particular reason the Government did not publicly acknowledge a review into the CCCF - in the same way it did about the review into the Inclusion Support Program and In Home Care last year?</p> <p>Has the Department received the findings from the review, and will you be making those findings public?</p> <p>In response to SQ24-000363, the Department provided a list of services mentioned in a claim by Ministers Clare and Aly. Can we confirm that the 55 new services were funded through the CCCF?</p> <p>In relation to the 441 services, were they also funded through the CCCF?</p> <p>In regards to the Restricted Grant – Closing the Gap, the Minister announced four locations in April 2023 with an additional four announced in October 2023. Please provide an update on the progress of each of these locations? - Are all those sites operational, and how many children does each site care for?</p>	<p>24/06/2024</p>
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				<p>Can we confirm that the \$9.5 million for Boori Milumba in Nowra is part of the \$30 million CCCF restricted program commitment to establish new restricted services - as announced in 2023?</p> <p>How did the Government identify Boori Milumba to be a recipient of this funding? Was it through SNAICC or did the service apply for funding as part of this fund?</p>		
SQ24-000909	Department of Education	Perin Davey	In Home Care	<p>In 2022-23, how much child care subsidy was paid through to parents using In Home Care?</p> <p>How many current In Home Care providers are there, and where are they located (state/territory breakdown fine)?</p> <p>How many IHC educators are there, and where are they located (state/territory breakdown fine)?</p>		24/06/2024

SQ24-000910	Department of Education	Slade Brockman	ECEC Market Strategy	We understand the Department finalised the Early Childhood Education and Care Market Strategy, has this been provided to Minister Clare and Minister Aly? - If so, on what date was this provided?		24/06/2024
SQ24-000911	Department of Education	Matthew O'Sullivan	The Parenthood: Joint Statement	Has the department or any Education Portfolio Minister met with The Parenthood to discuss the policies put forward in their 'Access for Every Child' report? Has the department or any Education Portfolio Minister met with the National Farmers Federation to discuss their specific child care policies announced as part of the wider 'Joint Coalition for Regional, Rural and Remote Early Learning and Care'? What specific Government measures address the NFF's Policy Statement? What specific Government measures address The Parenthood's Policy Statement?		24/06/2024
SQ24-000912	Department of Education	Slade Brockman	ACECQA Project Funding	Please provide further information on the ACECQA Stage 2 Proposal 11? Is the \$2.1 million for this project part of ACECQA's annual funding, or is this in addition to it?		24/06/2024
SQ24-000913	Department of Education	Slade Brockman	PriceWaterhouseCoopers Strategic Support	Between August to December 2022, the Department paid \$434,803 to PwC for "strategic support". What was the support provided by PwC?		24/06/2024
SQ24-000914	Department of Education	Matthew O'Sullivan	Family Day Care	Who were the four applicants for the Family Day Care Capability Trial? Were any of them successful?		24/06/2024

SQ24-000915	Department of Education	Slade Brockman	Child Care Reforms	<p>Please provide any data on the enrolment patterns, including changes in average weekly hours of children eligible for the Higher Child Care Subsidy since it commenced in February 2022?</p> <p>The Government asked the PC to consider a 90% flat CCS, and the PC is also considering a \$10 a day set fee system similar to Canada, but warned both approaches would be costly and mostly benefit high income earners. Can the Department provide a distributional analysis (e.g. by quartiles or quintiles) of the cost of either a 90% flat CCS or a \$10 a day set fee system?</p>		24/06/2024
SQ24-000916	Department of Education	Slade Brockman	Research into flexible alternative models of quality Early Childhood Education and Care	<p>Please provide further information regarding the Contract Notice View - CN4064793 - Research into flexible alternative models of quality Early Childhood Education and Care.</p> <p>Was Early Childhood Australia approached by the Department for this contract, or did this go to tender?</p> <p>Did either Minister Clare or Aly request this research be conducted?</p> <p>What will the Government do with the research once the contract has been completed?</p> <p>How is ECA conducting research for this contract?</p>		24/06/2024
SQ24-000917	Department of Education	Slade Brockman	Child Care Forward Estimates Model Redevelopment Project	<p>Please provide further information regarding the Contract Notice View - CN4064800 - Child Care Forward Estimates Model Redevelopment Project.</p> <p>How many applicants did the Department have for this tender?</p> <p>Did either Minister Clare or Aly request this modelling be conducted?</p> <p>What will the Government do with the modelling once the contract has been completed?</p>		24/06/2024

SQ24-000918	Department of Education	Matthew O'Sullivan	Office for Youth	<p>In the 2022-24 Budget, the Government set aside \$7 million over four years to establish an Office for Youth, which includes a Youth Steering Committee, an Australian Government Interdepartmental Committee on Youth, and an Australian Government Intergovernmental Coordination Committee on Youth. Of that \$7 million, how much is spent on staff in the Office for Youth?</p> <p>What is the ASL breakdown of the 14.9 Office for Youth Staff?</p>	24/06/2024
SQ24-000919	Department of Education	Matthew O'Sullivan	Youth Steering Committee & Advisory Groups	<p>How many applications did the Office receive for the 2024 Youth Steering Committee?</p> <p>How many applications did the Office receive for the Steering Committee last year?</p> <p>A media release from Minister Aly said there were seven two year positions available. Who decided which current members were reappointed to the committee? - Who are the members who were reappointed?</p> <p>When will the new steering committee be unveiled?</p> <p>Did the Department conduct an evaluation of the committee at the end of their term?</p> <p>Did the Department set any objectives they wanted the committee to achieve during their 12 months?</p> <p>In March, the members of the Youth Advisory Groups came to Canberra. Which hotel did they stay in? - Which hotels did the Department approach for tender for this year's trip? - What was the final cost of accommodation, catering and transport for that trip?</p>	24/06/2024

SQ24-000920	Department of Education	Matthew O'Sullivan	National Youth Forum	<p>Please provide an agenda or run sheet from the National Youth Forum held in March this year.</p> <p>How were the 110 young people selected - were they members of the Government's numerous Youth Committees and Advisory groups or was this a new group of young people?</p> <p>In a media release issued by Minister Aly - the Minister says they will "design and present policy solutions at the Albanese Government's National Youth Forum." Were any policies presented by these young people to senior Departmental officials or Members of Parliament - including Ministers or Assistant Ministers?</p> <p>Can the Department advise what some of those policies created by the group were?</p> <p>What will happen with those policies? Will they be assessed by relevant Departments and considered for future policy ideas?</p> <p>Did any Ministers attend the Forum, if so, which ones?</p> <p>Were any non-Labor Members or Senators invited to attend or speak to young people at the Senate? If so, which ones?</p> <p>Did the Government invite any youth peak bodies or youth stakeholder groups to attend the forum? If so, which ones?</p> <p>What was the total cost of hosting the forum, and can we get a breakdown of accommodation, travel and hospitality costs?</p>	24/06/2024
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SQ24-000921	Department of Education	Matthew O'Sullivan	Engage! Youth Strategy	<p>The strategy talks about establishing a national youth week - is that something young people asked for when you consulted them – specifically to “establish a youth week”?</p> <p>- What are your plans for that week, and when do you anticipate it will be?</p> <p>The Strategy also includes grants “to strengthen the capability of First Nation’s young people” - can you tell us more about that funding - how much will be available, what will it be for, when do rounds open etc.?</p> <p>Given the Government already has a number of steering committees and advisory groups, full of young people, to help inform the Government about youth policy and what matters to them - what is the purpose of a national youth survey conducted every year?</p> <p>- What was the total cost to the Department this year to run the survey, including the travel, accommodation and hospitality costs?</p> <p>When will you start measuring the progress of the Strategy?</p> <p>What is the breakdown of the \$1.7 million announced in the 2024-25 Budget across the Strategy - how much will go towards each action?</p>		24/06/2024
SQ24-000922	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Overdue QoN responses	<p>Responses to Senate Estimates QoN's have been consistently overdue.</p> <p>Please provide the date each QoN was submitted by ACARA to the Department, to the Minister's office, identify how many QoN's were redrafted and when final clearance was provided for each estimates hearing including:</p> <ul style="list-style-type: none"> - 2022-23 Budget Estimates - 2022-23 Supplementary Budget Estimates - 2023-24 Budget Estimates - 2023-24 Supplementary Budget Estimates; and - 2023-24 Additional Estimates. 		24/06/2024

SQ24-000923	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Approaches to SEQoNs asked of all (or multiple) agencies document	<p>Which officer in which Branch of your Agency received the manual titled 'Approaches to SEQoN's asked of all (or multiple) agencies'?</p> <p>On what date was the manual received?</p> <p>Which officer from which agency or Department provided the manual and by what means was this provided, ie. email, secure email, hardcopy?</p> <p>On what date was the manual circulated in your Agency and to whom was it circulated?</p> <p>For each Senate Estimates Hearing since the manual was distributed how many questions have been answered using the manuals recommended response?</p>	24/06/2024
SQ24-000924	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Boards	<p>Provide details of the Board appointments for the Australian Curriculum Assessment and Reporting Authority (ACARA) Board, including:</p> <ul style="list-style-type: none"> - date of appointment - term of appointment identifying the end date - any vacant positions - how many times the Board has met in the 2023-24 financial year - by what means the meeting took place (in person or virtual) - travel costs for each board member - the event or catering costs for each meeting. 	24/06/2024
SQ24-000925	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Gifts and hospitality	<p>Provide a copy of ACARA's gifts and hospitality policy.</p> <ul style="list-style-type: none"> - When was the policy last updated? <p>Provide a copy of the register of declaration of gifts and hospitality since 1 July 2023 to date.</p>	24/06/2024
SQ24-000926	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Briefings to Members or Senators	<p>Has ACARA provided briefings to any Members or Senators? If yes, please provide:</p> <ul style="list-style-type: none"> - Issues/Subject matter - Topics discussed - Attendees at meeting - Date of meeting. 	24/06/2024

SQ24-000927	Australian Curriculum, Assessment and Reporting Authority	Matthew O'Sullivan	ACARA PGPA Act Breaches	<p>Please identify the number of PGPA Act Breaches for each financial year over the previous four financial year and the monetary value of the breaches for the full financial year.</p> <p>Please detail the nature of each breach, what date the breach was detected, on what date the breach occurred, the monetary value of each breach and the action taken to address each breach.</p>		24/06/2024
SQ24-000928	Australian Curriculum, Assessment and Reporting Authority	Matthew O'Sullivan	ACARA Credit Cards	Please identify the APS level and number of staff at each level that have a corporate credit card.		24/06/2024
SQ24-000929	Australian Curriculum, Assessment and Reporting Authority	Perin Davey	ACARA Tik Tok	<p>Do any staff have Tik Tok on an ACARA issued device?</p> <p>- If so, please identify the in which office or branch these staff reside.</p>		24/06/2024
SQ24-000930	Australian Curriculum, Assessment and Reporting Authority	Matthew O'Sullivan	ACARA Work from home arrangements	<p>Please provide an update on the number of staff at each office location have a work from home agreement (update to SQ24-000283).</p> <p>- What percentage of staff have a work from home arrangement in place?</p> <p>Identify how many staff work from home 1 day per week, two days per week, three days per week, four days per week or five days per week.</p>		24/06/2024
SQ24-000931	Australian Curriculum, Assessment and Reporting Authority	Perin Davey	ACARA Social Media - paid boosting of posts	<p>Please identify how many and which social media posts have been 'boosted'.</p> <p>- How much was spent on each post that was 'boosted'?</p> <p>- What parametres were used for the boosting of each post ie. geographic or demographic audiences?</p>		24/06/2024
SQ24-000932	Australian Curriculum, Assessment and Reporting Authority	Slade Brockman	ACARA Freedom of Information Requests	<p>How many Freedom of Information requests have been received for the period 1 July 2023 to present?</p> <p>- How many of these have had a charge applied to the requestor?</p> <p>- What was the total monetary amount of these charges?</p>		24/06/2024

SQ24-000933	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Social Media Policy	<p>Please provide a copy of the ACARA's Social Media Policy.</p> <p>- When was the policy last updated?</p> <p>How many reports or concerns have been raised internally or by members of the public regarding staff social media?</p> <p>How many employees have been counselled about social media concerns?</p> <p>How many employees have been found to have breached the social media policy for the 2023-24 financial year to date?</p>		24/06/2024
SQ24-000934	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Board Appointments	<p>Provide an update of portfolio boards, including board titles, terms of appointment, tenure of appointment and board members.</p> <p>Provide an update on new Board appointments since 1 February 2024 to date, including the position, person, date of appointment and any remuneration for the appointment.</p> <p>Provide the total domestic travel cost for each board and member for the financial year 2023-24 to date.</p> <p>Provide the total international travel cost for each board and member for the financial year 2023-24 to date.</p>		24/06/2024
SQ24-000935	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Legal Services	<p>Provide the total legal costs for the 2023-24 financial year to date, with internal and external costs itemised separately, noting notional internal legal costs as calculated by timesheet should be included.</p>		24/06/2024

SQ24-000936	Australian Research Council	Sarah Henderson	ARC Approaches to SEQoNs asked of all (or multiple) agencies	<p>Which officer in which Branch of your Agency received the manual titled 'Approaches to SEQoN's asked of all (or multiple) agencies'?</p> <p>On what date was the manual received?</p> <p>Which officer from which agency or Department provided the manual and by what means was this provided, ie. emal, secure email, hardcopy?</p> <p>On what date was the manual circulated in your Agency and to whom was it circulated?</p> <p>For each Senate Estimates Hearing since the manual was distributed how many questions have been answered using the manuals recommended response?</p>	24/06/2024
SQ24-000937	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Redundancies	<p>How many redundancies were offered during the 2023-24 financial year to date?</p> <p>How many were accepted?</p> <p>What was the total cost of these redundancies?</p>	24/06/2024
SQ24-000938	Australian Curriculum, Assessment and Reporting Authority	Matthew O'Sullivan	ACARA Contracts	<p>Please confirm the total number of contracts (on-going and terminating) and the total cost of each contract issued on AusTender for the 2023-24 financial year to date.</p>	24/06/2024
SQ24-000939	Australian Curriculum, Assessment and Reporting Authority	Matthew O'Sullivan	ACARA Bullying, harrasment and discrimination	<p>In the financial year 2023-24 to date, how many allegations of bullying, harrasment or discrimination have been made by any SES, APS, non-ongoing staff, labour hire staff, contractors or consultants?</p> <p>How many claims were formally or informally investigated?</p> <p>How many allegations were investigated and what further action or investigation was undertaken?</p> <p>How many cases resulted in disciplinary action? Please provide details of any disciplinary action undertaken.</p>	24/06/2024

SQ24-000940	Australian Curriculum, Assessment and Reporting Authority	Matthew O'Sullivan	ACARA Fair Work Commission	In the 2023-24 financial year to date, how many referrals have been made to the Fair Work Commission by either ACARA, an employee or former employee?		24/06/2024
SQ24-000941	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA National Teacher Workforce Action Plan	Please provide an update on each action item ACARA has responsibility for delivering under the National Teacher Workforce Action Plan. - please include the funding allocated to each measure and the amount spent to date.		24/06/2024
SQ24-000942	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA CEO role	Has the vacancy for the CEO role been publicly advertised? If so, on what date was this advertised? - what date did the application process close? - how many applications were received? - when is the recruitment process expected to be finalised?		24/06/2024
SQ24-000943	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA ACARA Charter	ACARA's strategic directions are set through a Charter issued by Education Ministers. The latest charter available on your website is dated December 2022. - How often is the charter reviewed and updated?		24/06/2024
SQ24-000944	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Forward Workplan	Please provide a copy of ACARA's forward work plan.		24/06/2024
SQ24-000945	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Resource statement	Page 85 of the Education Portfolio Budget Statement provides the ACARA resource statement at Table 1.1. The amount of funding received by the Department of Education has decreased by around \$1.7 million with funds from other sources increasing by around \$630,000. - Why was funding from the Department of Education decreased? - Were there functional changes to ACARA's program delivery that resulted in this decrease? - Please provide details for the increase in revenue from other sources detailing who, what agency and what program has resulted in this increased revenue forecast.		24/06/2024

SQ24-000946	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA Performance Metrics	Have any of ACARA's reporting or performance metrics changed since the 2023-24 Budget. If so, please outline the changes to each metric.		24/06/2024
SQ24-000947	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA International travel	SQ24-000163 advises one international trip during the period 1 July 2023 to 29 February 2024. - Please advise the details of this trip, including the officer that travelled, the purpose of the travel and a breakdown of all travel costs.		24/06/2024
SQ24-000948	Australian Curriculum, Assessment and Reporting Authority	Sarah Henderson	ACARA National Report on Schooling in Australia	Key performance measure 1b Attendance rate shows a continuing decline in attendance from 92.3% in 2014 to in 2022 to 88.6% in 2023%. Attendance for Indigenous students nationally has declined from 83.5% in 2014 to 77.4% in 2023. - Has ACARA recommended any strategies to Government or the Education Ministers Meeting to address the long term decline? Key performance measure 1e Apparent retention rates from Year 10 to Year 12: Indigenous students has declined from 60.5% in 2021 to 55.8% in 2023. - Has ACARA investigated the reason for this alarming decline in the last two years? - Has ACARA recommended any strategies to Government or the Education Ministers Meeting to address the long term decline? Teacher education time series data shows enrolments in 2021 were a national record at 109,861. When will the 2022 data be available? - The field 'Teacher not elsewhere classified' has tripled in the last decade. Which fields of teaching are captured in this data category?		24/06/2024
SQ24-000949	Australian Curriculum, Assessment and Reporting Authority	Matthew O'Sullivan	ACARA Professional Learning Hub	ACARA launched a new Professional Learning Hub Course 'Australian Curriculum Version 9.0: Developing a deeper understanding'. - What were the development cost for this? - How many times has this been accessed since it was launched? Please advise how many courses are available through the Professional Learning Hub. - For each course please advise the launch date and how many times each module has been accessed/completed.		24/06/2024

SQ24-000950	Australian Curriculum, Assessment and Reporting Authority	Matthew O'Sullivan	ACARA NAPLAN demonstration site	How many times has the new NAPLAN demonstration site been accessed?		24/06/2024
SQ24-000951	Australian Curriculum, Assessment and Reporting Authority	Matthew O'Sullivan	ACARA NAPLAN Participation	Please provide the percentage of students that have participated in NAPLAN for each year over the last five testing periods. - Please provide both national and state level participation percentages.		24/06/2024
SQ24-000952	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Overdue QoN responses	Responses to Senate Estimates QoN's have been consistently overdue. Please provide the date each QoN was submitted by AITSL to the Department, to the Minister's office, identify how many QoN's were redrafted and when final clearance was provided for each estimates hearing including: - 2022-23 Budget Estimates - 2022-23 Supplementary Budget Estimates - 2023-24 Budget Estimates - 2023-24 Supplementary Budget Estimates; and - 2023-24 Additional Estimates.		24/06/2024
SQ24-000953	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Approaches to SEQoN's asked of all (or multiple) agencies	Which officer in which Branch of your Agency received the manual titled 'Approaches to SEQoN's asked of all (or multiple) agencies'? On what date was the manual received? Which officer from which agency or Department provided the manual and by what means was this provided, ie. email, secure email, hardcopy? On what date was the manual circulated in your Agency and to whom was it circulated? For each Senate Estimates Hearing since the manual was distributed how many questions have been answered using the manuals recommended response?		24/06/2024

SQ24-000954	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Boards	<p>Provide details of the Board appointments for the Australian Institute for Teaching and Leadership (AITSL) Board, including:</p> <ul style="list-style-type: none"> - date of appointment - term of appointment identifying the end date - any vacant positions - how many times the Board has met in the 2023-24 financial year - by what means the meeting took place (in person or virtual) - travel costs for each board member - the event or catering costs for each meeting. 		24/06/2024
SQ24-000955	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Gifts and hospitality	<p>Provide a copy of AITSL's gifts and hospitality policy.</p> <ul style="list-style-type: none"> - When was the policy last updated? <p>Provide a copy of the register of declaration of gifts and hospitality since 1 July 2023 to date.</p>		24/06/2024
SQ24-000956	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Briefings to Members or Senators	<p>Has AITSL provided briefings to any Members or Senators? If yes, please provide:</p> <ul style="list-style-type: none"> - Issues/Subject matter - Topics discussed - Attendees at meeting - Date of meeting. 		24/06/2024
SQ24-000957	Australian Institute for Teaching and School Leadership Limited	Matthew O'Sullivan	AITSL PGPA Act Breaches	<p>Please identify the number of PGPA Act Breaches for each financial year over the previous four financial year and the monetary value of the breaches for the full financial year.</p> <p>Please detail the nature of each breach, what date the breach was detected, on what date the breach occurred, the monetary value of each breach and the action taken to address each breach.</p>		24/06/2024
SQ24-000958	Australian Institute for Teaching and School Leadership Limited	Matthew O'Sullivan	AITSL Credit Cards	<p>Please identify the APS level and number of staff at each level that have a corporate credit card.</p>		24/06/2024

SQ24-000959	Australian Institute for Teaching and School Leadership Limited	Perin Davey	AITSL Tik Tok	Do any staff have Tik Tok on an AITSL issued device? - If so, please identify the in which office or branch these staff reside.		24/06/2024
SQ24-000960	Australian Institute for Teaching and School Leadership Limited	Matthew O'Sullivan	AITSL Work from home arrangements	Please provide an update on the number of staff at each office location have a work from home agreement (update to SQ24-000268). - What percentage of staff have a work from home arrangement in place? Identify how many staff work from home 1 day per week, two days per week, three days per week, four days per week or five days per week.		24/06/2024
SQ24-000961	Australian Institute for Teaching and School Leadership Limited	Perin Davey	AITSL Social Media - paid boosting of posts	Please identify how many and which social media posts have been 'boosted'. - How much was spent on each post that was 'boosted'? - What parametres were used for the boosting of each post ie. geographic or demographic audiences?		24/06/2024
SQ24-000962	Australian Institute for Teaching and School Leadership Limited	Slade Brockman	AITSL Freedom of Information Requests	How many Freedom of Information requests have been received for the period 1 July 2023 to present? - How many of these have had a charge applied to the requestor? - What was the total monetary amount of these charges?		24/06/2024
SQ24-000963	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Social Media Policy	Please provide a copy of the AITSL's Social Media Policy. - When was the policy last updated? How many reports or concerns have been raised internally or by members of the public regarding staff social media? How many employees have been counselled about social media concerns? How many employees have been found to have breached the social media policy for the 2023-24 financial year to date?		24/06/2024

SQ24-000964	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Board Appointments	<p>Provide an update of portfolio boards, including board titles, terms of appointment, tenure of appointment and board members.</p> <p>Provide an update on new Board appointments since 1 February 2024 to date, including the position, person, date of appointment and any remuneration for the appointment.</p> <p>Provide the total domestic travel cost for each board and member for the financial year 2023-24 to date.</p> <p>Provide the total international travel cost for each board and member for the financial year 2023-24 to date.</p>		24/06/2024
SQ24-000965	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Legal Services	<p>Provide the total legal costs for the 2023-24 financial year to date, with internal and external costs itemised separately, noting notional internal legal costs as calculated by timesheet should be included.</p>		24/06/2024
SQ24-000966	Australian Research Council	Sarah Henderson	ARC Overdue QoN responses	<p>Responses to Senate Estimates QoN's have been consistently overdue.</p> <p>Please provide the date each QoN was submitted by ARC to the Department, to the Minister's office, identify how many QoN's were redrafted and when final clearance was provided for each estimates hearing including:</p> <ul style="list-style-type: none"> - 2022-23 Budget Estimates - 2022-23 Supplementary Budget Estimates - 2023-24 Budget Estimates - 2023-24 Supplementary Budget Estimates; and - 2023-24 Additional Estimates. 		24/06/2024
SQ24-000967	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Redundancies	<p>How many redundancies were offered during the 2023-24 financial year to date?</p> <p>How many were accepted?</p> <p>What was the total cost of these redundancies?</p>		24/06/2024

SQ24-000968	Australian Institute for Teaching and School Leadership Limited	Matthew O'Sullivan	AITSL Contracts	Please confirm the total number of contracts (on-going and terminating) and the total cost of each contract issued on AusTender for the 2023-24 financial year to date.		24/06/2024
SQ24-000969	Australian Institute for Teaching and School Leadership Limited	Matthew O'Sullivan	AITSL Bullying, harrasment and discrimination	In the financial year 2023-24 to date, how many allegations of bullying, harrasment or discrimination have been made by any SES, APS, non-ongoing staff, labour hire staff, contractors or consultants? How many claims were formally or informally investigated? How many allegations were investigated and what further action or investigation was undertaken? How many cases resulted in disciplinary action? Please provide details of any disciplinary action undertaken.		24/06/2024
SQ24-000970	Australian Institute for Teaching and School Leadership Limited	Matthew O'Sullivan	AITSL Fair Work Commission	In the 2023-24 financial year to date, how many referrals have been made to the Fair Work Commission by either AITSL, an employee or former employee?		24/06/2024
SQ24-000971	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL HALT Teachers	Please provide an update to the data in SQ24-000392 to include the 2024 data. How many meetings have been held this financial year to date of the HALT Advisory Group?		24/06/2024
SQ24-000972	Australian Institute for Teaching and School Leadership Limited	Matthew O'Sullivan	AITSL National Teacher Workforce Action Plan	Please provide an update on each action item AITSL has responsibility for delivering under the National Teacher Workforce Action Plan. - please include the funding allocated to each measure and the amount spent to date.		24/06/2024

SQ24-000973	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Performance Metrics	Have any of AITSL's reporting or performance metrics changed since the 2023-24 Budget. If so, please outline the changes to each metric.		24/06/2024
SQ24-000974	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Budget	<p>Under Outcome 1 in the 2023-24 Education Portfolio Budget Statement (page 110) AITSL forecast \$14.234 million in payments from related entities. The 2024-25 Education PBS (page 114) reports actual payments of \$11.931 million. What was the reason for the decrease in expected payments from related entities?</p> <p>Under Outcome 1 of the 2023-24 Education Portfolio Budget Statement (page 110) AITSL forecast projected revenue from other independent sources as \$4.365 million. The 2024-25 Education PBS (page 114) reports actual revenue from other independent sources as \$10.654 million. What is the source of this increased revenue and from which source was it derived?</p>		24/06/2024
SQ24-000975	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Assessment for Migration	<p>Under Outcome 1 in the 2024-25 Education Portfolio Budget Statement the performance measures list 'Assessment for migration'. The content reported notes AITSL performs the role of assessing authority under the Migration regulations for skilled migration to Australia for relevany teaching occupations. The information notes AITSL assessed over 4,300 applications across the eight teaching professions in 2023.</p> <ul style="list-style-type: none"> - Please provide the eight teaching professions for which AITSL assesses applications? - Can you outline the process and criteria used to assess applications? - Of the more than 4,300 applications assessed, how many were approved and granted? <p>The 2024-25 Budget notes that income for the 2024-25 financial year from the Overseas Skilled Assessments will be \$2.5 million, which is less than half of that for the 2023-24 financial year. Given the focus on increasing teacher recruitment what is the reason for the decline in revenue from these assessments?</p> <ul style="list-style-type: none"> - How many applications has AITSL forecast to asses for the 2024-25 financial year? - What is the reason for the decreased revenue? 		24/06/2024

SQ24-000976	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL International travel	<p>SQ24-000201 AITSL advised of two international trips. Please provide a breakdown of the costs for each trip and identify which officer/s traveled.</p> <p>Has any additional international travel been undertaken since 21 February 2024?</p>	24/06/2024
SQ24-000977	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL Functions and official receptions	<p>SQ24-000173 was received by the Committee on 24 May 2024 with the answer advising AITSL had not hosted any functions or official receptions in the 2023-24 financial year to date.</p> <ul style="list-style-type: none"> - Why was the HALT Summit, held on 9 and 10 May omitted from this reporting? - Please provide a breakdown of the HALT expenditure. - How many attendees physically attended the Summit? - Did any attendees attended virtually? If so, how many? - Please provide a copy of the program/agenda for the event 	24/06/2024
SQ24-000978	Australian Institute for Teaching and School Leadership Limited	Matthew O'Sullivan	AITSL Cultural Responsiveness Toolkit	<p>When was the Cultural Responsiveness Toolkit developed and launched?</p> <p>AITSL received an additional \$2 million in the 2024-25 Budget to “continue to develop and improve the toolkit and promote it to the teacher workforce”.</p> <ul style="list-style-type: none"> - How much funding did AITSL receive for the initial toolkit? - Was the work from this initial funding incomplete? Why was additional funding required? - What elements will be developed with the additional \$2 million provisioned in the 2024-25 Budget? - Are these improvements and developments being made based on feedback after the launch of the current version? <p>On what date was the initial toolkit launched?</p> <ul style="list-style-type: none"> - How many times has the current version been accessed on the website? - How many times has the reflection tool been accessed? - How many times has the continuum been accessed? - How many times has the framework been accessed? <p>Is the website the only channel the toolkit is available? ie. were there hardcopy versions distributed?</p> <p>When will the next version of the toolkit be available?</p>	24/06/2024

SQ24-000979	Australian Institute for Teaching and School Leadership Limited	Perin Davey	AITSL Teacher registrations	<p>In SQ24-000395 you provided teacher registration data. The data for WA is marked as not yet available through the Australian Teacher Workforce Data. When will this data become available?</p> <p>The response further notes AITSL does not hold data on the number of registered teachers teaching in Australia on an international visa. Given AITSL assesses Overseas Skills applications for eight teaching professions why is AITSL unable to collect or report on this data?</p>	24/06/2024
SQ24-000980	Australian Institute for Teaching and School Leadership Limited	Sarah Henderson	AITSL 2023 Australian Teacher Workforce Survey results	On what date will the 2023 Australian Teacher Workforce Survey results be published?	24/06/2024
SQ24-000981	Australian Institute for Teaching and School Leadership Limited	Slade Brockman	AITSL My Teaching Advice App	<p>What was the cost of development for the 'My Teaching Advice' App?</p> <ul style="list-style-type: none"> - How is the platform accessed or downloaded? - How many times has the app been downloaded? - How many beginning teachers have registered? - How many experienced teachers have applied to be an adviser? 	24/06/2024
SQ24-000982	Australian Research Council	Sarah Henderson	ARC Gifts and hospitality	<p>Provide a copy of the ARC's gifts and hospitality policy.</p> <ul style="list-style-type: none"> - When was the policy last updated? <p>Provide a copy of the register of declaration of gifts and hospitality since 1 July 2023 to date.</p>	24/06/2024
SQ24-000983	Australian Research Council	Sarah Henderson	ARC Briefings to Members or Senators	<p>Has ARC provided briefings to any Members or Senators? If yes, please provide:</p> <ul style="list-style-type: none"> - Issues/Subject matter - Topics discussed - Attendees at meeting - Date of meeting. 	24/06/2024
SQ24-000984	Australian Research Council	Matthew O'Sullivan	ARC PGPA Act Breaches	<p>Please identify the number of PGPA Act Breaches for each financial year over the previous four financial year and the monetary value of the breaches for the full financial year.</p> <p>Please detail the nature of each breach, what date the breach was detected,</p>	24/06/2024

				on what date the breach occurred, the monetary value of each breach and the action taken to address each breach.		
SQ24-000985	Australian Research Council	Matthew O'Sullivan	ARC Credit Cards	Please identify the APS level and number of staff at each level that have a corporate credit card.		24/06/2024
SQ24-000986	Australian Research Council	Perin Davey	ARC Tik Tok	Do any staff have Tik Tok on an ARC issued device? - If so, please identify the in which office or branch these staff reside.		24/06/2024
SQ24-000987	Australian Research Council	Matthew O'Sullivan	ARC Work from home arrangements	Please provide an update on the number of staff at each office location have a work from home agreement (update to SQ24-000285). - What percentage of staff have a work from home arrangement in place? Identify how many staff work from home 1 day per week, two days per week, three days per week, four days per week or five days per week.		24/06/2024
SQ24-000988	Australian Research Council	Perin Davey	ARC Social Media - paid boosting of posts	Please identify how many and which social media posts have been 'boosted'. - How much was spent on each post that was 'boosted'? - What parametres were used for the boosting of each post ie. geographic or demographic audiences?		24/06/2024
SQ24-000989	Australian Research Council	Slade Brockman	ARC Freedom of Information Requests	How many Freedom of Information requests have been received for the period 1 July 2023 to present? - How many of these have had a charge applied to the requestor? - What was the total monetary amount of these charges?		24/06/2024
SQ24-000990	Australian Research Council	Sarah Henderson	ARC Social Media Policy	Please provide a copy of the ARC's Social Media Policy. - When was the policy last updated? How many reports or concerns have been raised internally or by members of the public regarding staff social media? How many employees have been counselled about social media concerns? How many employees have been found to have breached the social media policy for the 2023-24 financial year to date?		24/06/2024

SQ24-000991	Australian Research Council	Sarah Henderson	ARC Board Appointments	<p>Provide an update of portfolio boards, including board titles, terms of appointment, tenure of appointments and board members.</p> <p>Provide an update on new Board appointments since 1 February 2024 to date, including the position, person, date of appointment and any remuneration for the appointment.</p> <p>Provide the total domestic travel cost for each board and member for the financial year 2023-24 to date.</p> <p>Provide the total international travel cost for each board and member for the financial year 2023-24 to date.</p>		24/06/2024
SQ24-000992	Australian Research Council	Sarah Henderson	ARC Legal Services	Provide the total legal costs for the 2023-24 financial year to date, with internal and external costs itemised separately, noting notional internal legal costs as calculated by timesheet should be included.		24/06/2024
SQ24-000993	Australian Research Council	Sarah Henderson	ARC Redundancies	<p>How many redundancies were offered during the 2023-24 financial year to date?</p> <p>How many were accepted?</p> <p>What was the total cost of these redundancies?</p>		24/06/2024
SQ24-000994	Australian Research Council	Matthew O'Sullivan	ARC Contracts	Please confirm the total number of contracts (on-going and terminating) and the total cost of each contract issued on AusTender for the 2023-24 financial year to date.		24/06/2024
SQ24-000995	Australian Research Council	Matthew O'Sullivan	ARC Bullying, harassment and discrimination	<p>In the financial year 2023-24 to date, how many allegations of bullying, harassment or discrimination have been made by any SES, APS, non-ongoing staff, labour hire staff, contractors or consultants?</p> <p>How many claims were formally or informally investigated?</p> <p>How many allegations were investigated and what further action or investigation was undertaken?</p> <p>How many cases resulted in disciplinary action? Please provide details of any disciplinary action undertaken.</p>		24/06/2024

SQ24-000996	Australian Research Council	Matthew O'Sullivan	ARC Fair Work Commission	In the 2023-24 financial year to date, how many referrals have been made to the Fair Work Commission by either ARC, an employee or former employee?		24/06/2024
SQ24-000997	Australian Research Council	Sarah Henderson	ARC National Interest Test	How many grant applications across all grant programs have sought further information or have been declined as a result of the national interest test.		24/06/2024
SQ24-000998	Australian Research Council	Sarah Henderson	ARC Australian Tertiary Education Commission (ATEC).	<p>On 15 May 2024 an article in the Australian Newspaper title: 'Budget 2024: Government pulls TEQSA and ARC from new super agency ATEC' was published. The article notes universities had been advised ARC would not be included in the ATEC.</p> <ul style="list-style-type: none"> - On what date was ARC advised of the Governments position? - Who and on what date was this advice provided to ARC? <p>Given the significant investment in research and the Government's 2022 election commitment to increase research funding to 3% of GDP (yet to be delivered), has the ARC raised concerns about not be included on the Implementation Advisory Committee?</p>		24/06/2024
SQ24-000999	Australian Research Council	Sarah Henderson	ARC Performance Metrics	Have any of ARC's reporting or performance metrics changed since the 2023-24 Budget. If so, please outline the changes to each metric.		24/06/2024
SQ24-001000	Australian Research Council	Sarah Henderson	ARC Cancellations of Grants	<p>How many times has the ARC cancelled grant funding to an institution or person?</p> <ul style="list-style-type: none"> - Please provide the details of each grant cancelled including the institution or person, the reason for cancellation, the date of the cancellation, the total grant funding amount and how much was returned to the ARC. 		24/06/2024
SQ24-001001	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Overdue QoN responses	<p>Responses to Senate Estimates QoN's have been consistently overdue.</p> <p>Please provide the date each QoN was submitted by TEQSA to the Department, to the Minister's office, identify how many QoN's were redrafted and when final clearance was provided for each estimates hearing including:</p> <ul style="list-style-type: none"> - 2022-23 Budget Estimates - 2022-23 Supplementary Budget Estimates - 2023-24 Budget Estimates - 2023-24 Supplementary Budget Estimates; and - 2023-24 Additional Estimates. 		24/06/2024

SQ24-001002	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Approaches to SEQoN's asked of all (or multiple) agencies document	<p>Which officer in which Branch of your Agency received the manual titled 'Approaches to SEQoN's asked of all (or multiple) agencies'?</p> <p>On what date was the manual received?</p> <p>Which officer from which agency or Department provided the manual and by what means was this provided, ie. email, secure email, hardcopy?</p> <p>On what date was the manual circulated in your Agency and to whom was it circulated?</p> <p>For each Senate Estimates Hearing since the manual was distributed how many questions have been answered using the manuals recommended response?</p>	24/06/2024
SQ24-001003	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Boards	<p>Provide details of the Board appointments for the Tertiary Education Quality and Standards Agency (TEQSA) Accountable Authority, including:</p> <ul style="list-style-type: none"> - date of appointment - term of appointment identifying the end date - any vacant positions - how many times the Board has met in the 2023-24 financial year - by what means the meeting took place (in person or virtual) - travel costs for each board member - the event or catering costs for each meeting. 	24/06/2024
SQ24-001004	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Gifts and hospitality	<p>Provide a copy of TEQSA's gifts and hospitality policy.</p> <ul style="list-style-type: none"> - When was the policy last updated? <p>Provide a copy of the register of declaration of gifts and hospitality since 1 July 2023 to date.</p>	24/06/2024
SQ24-001005	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Briefings to Members or Senators	<p>Has TEQSA provided briefings to any Members or Senators? If yes, please provide:</p> <ul style="list-style-type: none"> - Issues/Subject matter - Topics discussed - Attendees at meeting - Date of meeting. 	24/06/2024

SQ24-001006	Tertiary Education Quality and Standards Agency	Matthew O'Sullivan	TEQSA PGPA Act Breaches	<p>Please identify the number of PGPA Act Breaches for each financial year over the previous four financial year and the monetary value of the breaches for the full financial year.</p> <p>Please detail the nature of each breach, what date the breach was detected, on what date the breach occurred, the monetary value of each breach and the action taken to address each breach.</p>	24/06/2024
SQ24-001007	Tertiary Education Quality and Standards Agency	Matthew O'Sullivan	TEQSA Credit Cards	Please identify the APS level and number of staff at each level that have a corporate credit card.	24/06/2024
SQ24-001008	Tertiary Education Quality and Standards Agency	Perin Davey	TEQSA Tik Tok	<p>Do any staff have Tik Tok on an ARC issued device?</p> <p>- If so, please identify the in which office or branch these staff reside.</p>	24/06/2024
SQ24-001009	Tertiary Education Quality and Standards Agency	Matthew O'Sullivan	TEQSA Work from home arrangements	<p>Please provide an update on the number of staff at each office location have a work from home agreement (update to SQ24-000286).</p> <p>- What percentage of staff have a work from home arrangement in place?</p> <p>Identify how many staff work from home 1 day per week, two days per week, three days per week, four days per week or five days per week.</p>	24/06/2024
SQ24-001010	Tertiary Education Quality and Standards Agency	Perin Davey	TEQSA Social Media - paid boosting of posts	<p>Please identify how many and which social media posts have been 'boosted'.</p> <p>- How much was spent on each post that was 'boosted'?</p> <p>- What parametres were used for the boosting of each post ie. geographic or demographic audiences?</p>	24/06/2024
SQ24-001011	Tertiary Education Quality and Standards Agency	Slade Brockman	TEQSA Freedom of Information Requests	<p>How many Freedom of Information requests have been received for the period 1 July 2023 to present?</p> <p>- How many of these have had a charge applied to the requestor?</p> <p>- What was the total monetary amount of these charges?</p>	24/06/2024

SQ24-001012	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Social Media Policy	<p>Please provide a copy of the TEQSA's Social Media Policy.</p> <p>- When was the policy last updated?</p> <p>How many reports or concerns have been raised internally or by members of the public regarding staff social media?</p> <p>How many employees have been counselled about social media concerns?</p> <p>How many employees have been found to have breached the social media policy for the 2023-24 financial year to date?</p>		24/06/2024
SQ24-001013	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Board Appointments	<p>Provide an update of portfolio boards, including board titles, terms of appointment, tenure of appointment and board members.</p> <p>Provide an update on new Board appointments since 1 February 2024 to date, including the position, person, date of appointment and any remuneration for the appointment.</p> <p>Provide the total domestic travel cost for each board and member for the financial year 2023-24 to date.</p> <p>Provide the total international travel cost for each board and member for the financial year 2023-24 to date.</p>		24/06/2024
SQ24-001014	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Legal Services	<p>Provide the total legal costs for the 2023-24 financial year to date, with internal and external costs itemised separately, noting notional internal legal costs as calculated by timesheet should be included.</p>		24/06/2024
SQ24-001015	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Redundancies	<p>How many redundancies were offered during the 2023-24 financial year to date?</p> <p>How many were accepted?</p> <p>What was the total cost of these redundancies?</p>		24/06/2024

SQ24-001016	Tertiary Education Quality and Standards Agency	Matthew O'Sullivan	TEQSA Contracts	Please confirm the total number of contracts (on-going and terminating) and the total cost of each contract issued on AusTender for the 2023-24 financial year to date.		24/06/2024
SQ24-001017	Tertiary Education Quality and Standards Agency	Matthew O'Sullivan	TEQSA Bullying, harrasment and discrimination	In the financial year 2023-24 to date, how many allegations of bullying, harrasment or discrimination have been made by any SES, APS, non-ongoing staff, labour hire staff, contractors or consultants? How many claims were formally or informally investigated? How many allegations were investigated and what further action or investigation was undertaken? How many cases resulted in disciplinary action? Please provide details of any disciplinary action undertaken.		24/06/2024
SQ24-001018	Tertiary Education Quality and Standards Agency	Matthew O'Sullivan	TEQSA Fair Work Commission	In the 2023-24 financial year to date, how many referrals have been made to the Fair Work Commission by either TEQSA, an employee or former employee?		24/06/2024
SQ24-001019	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Sector alert: Provider responsibilities when using education agents	TEQSA issued a sector alert on 4 November 2022 reminding 'higher education providers of their obligation for monitoring the performance of education agents and ensuring that international students are genuine and engaged with learning'. The alert further noted 'recent media reports outlining the alleged misuse of student visas, including education agents working to secure visas for non-genuine students'. Given TEQSA is not responsible for the regulation of education agents, on what evidence base was this alert issued? Did TEQSA undertake any analysis of inappropriate activity to form an evidence base for this alert or was this issued in response to Finding 2 of the Nixon Review?		24/06/2024

SQ24-001020	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Detection and deterrence of contract cheating	<p>How many academics and professional staff have enrolled in the 'TEQSA Masterclass: Contract cheating detection and deterrence'.</p> <p>Please advise the number of staff from each institution that have completed all eight modules of the online Masterclass training?</p> <p>In-person workshops were to be held in 2023 in Adelaide, Hobart, Canberra, Melbourne, Sydney, Brisbane, Darwin and Perth. How many of these workshops were delivered?</p> <ul style="list-style-type: none"> - How many people enrolled to attend each workshop? - How many people attended each workshop? - What was the cost to deliver each workshop? <p>How many complaints or concerns has TEQSA recieved to date regarding cheating websites?</p> <ul style="list-style-type: none"> - How many of these complaints have been investigated? - How many complaints have had further action taken, including the blocking of a cheating website? <p>How many academic cheating sites have been blocked to date?</p> <ul style="list-style-type: none"> - Please identify the site and the date each site was blocked. <p>How many offence notices have been issued under the Act?</p> <p>Has TEQSA issued any civil or criminal penalties under sections 114A and 114B of the Tertiary Education Quality and Standards Act 2011 independently or in conjunction with other agencies or Departments?</p> <p>Has TEQSA applied to the Federal Court under section 127Afor an injunction against any carriage services to date?</p>		24/06/2024
SQ24-001021	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Toolkit to support quality assurance agencies to address academic	<p>The 'Toolkit to support quality assurance agencies to address academic integrity and contract cheating' was issued in June 2020. Why given the significant evolvment of cheating services has this toolkit not been updated?</p>		24/06/2024

			integrity and contract cheating.			
SQ24-001022	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA GAIN	How many times has GAIN met since 1 July 2022?		24/06/2024
SQ24-001023	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Artificial Intelligence Risk Mitigation	<p>TEQSA advised providers of an intention to issue a Request for Information (RFI) in relation to action plans, governance and the risk generative artificial intelligence poses to award integrity in October 2023.</p> <p>- Why was the official RFI not issued until 8 months later on 3 June 2024?</p> <p>A webinar was held for Providers in March 2024. How many providers attended the webinar?</p> <p>Responses by providers are due in July 2024. What action will TEQSA take once action plans are received?</p> <p>- Are there penalties for providers who do not provide an action plan by the due date?</p>		24/06/2024
SQ24-001024	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Consultation on TEQSA Service Charter and Engagement Strategy	<p>TEQSA commenced consultation on the TEQSA Service Charter, Engagement Strategy and Fit and Proper Person requirements on 17 April 2024.</p> <p>Consultation closed on 20 May 2024.</p> <p>- How many submissions were received for each document?</p> <p>- When will the final advice on these be issued?</p>		24/06/2024
SQ24-001025	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA TEQSA Talks webinar	<p>TEQSA has commenced 'TEQSA Talks' webinars, with the first held on 17 April 2024.</p> <p>- How many attended this webinar?</p> <p>How many webinars are scheduled for the remainder of 2024?</p> <p>- What is the date and subject matter of each webinar?</p>		24/06/2024

SQ24-001026	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Undergraduate Certificate course accreditations	<p>On 18 March 2024 TEQSA issued a note regarding the extension of Undergraduate Certification course accreditations due to expire in June 2025. The advice noted TEQSA was unable to extend certification 'unless Education and Skills Ministers from the Australian, State and Territory Governments extend these qualifications'.</p> <ul style="list-style-type: none"> - Has the extension by Education and Skills Ministers been received? - If so, on what date was this approval provided to TEQSA? 		24/06/2024
SQ24-001027	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Registered Higher Education Provider invoices and notice	<p>On 28 February 2024, TEQSA issued the Registered Higher Education Provider (RHEP) charge invoices and notices. The RHEP base component increased from 20% in 2023 to 50% in 2024.</p> <ul style="list-style-type: none"> - What is the monetary value difference in invoices issued in 2023 compared to 2024. 		24/06/2024
SQ24-001028	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Australian Tertiary Education Commission (ATEC).	<p>On 15 May 2024 an article in the Australian Newspaper title: 'Budget 2024: Government pulls TEQSA and ARC from new super agency ATEC' was published. The article notes universities had been advised TEQSA would not be included in the ATEC.</p> <ul style="list-style-type: none"> - On what date was TEQSA advised of the Government's position? - Who and on what date was this advice provided to TEQSA? <p>As the regulator for the sector, has TEQSA raised concerns about not being included on the Implementation Advisory Committee?</p>		24/06/2024
SQ24-001029	Tertiary Education Quality and Standards Agency	Sarah Henderson	TEQSA Performance Metrics	<p>Have any of TEQSA's reporting or performance metrics changed since the 2023-24 Budget. If so, please outline the changes to each metric.</p>		24/06/2024

SQ24-001030	Department of Education	Matthew O'Sullivan	Permanent migration program	<p>Senator O'SULLIVAN: I have a page number for you this time. On page 22 of the education PBS, a permanent migration program budget measure is listed. This is a cost measure for the department. Is this correct?</p> <p>Mr Boyd: Is that at the bottom of page 22: permanent migration program?</p> <p>Senator O'SULLIVAN: Yes.</p> <p>Mr Boyd: There's a figure there: \$1.598 million in 2024-25. That's actually administered. That's a reduction in payment from a program, and specifically, from memory, it relates to the decision to cease new applicants for the Destination Australia program. It's part of the offset, if you like, to fund the accord measure that was announced.</p> <p>Senator O'SULLIVAN: So it's coming from the other—</p> <p>Mr Boyd: It's stopping the continuation of a program, if you like, and then the funding for that was placed towards the accord measure.</p> <p>Senator O'SULLIVAN: I have a couple more questions to clarify.</p> <p>Mr Cook: Senator, I'm not sure that's correct. I thought that was about migration more broadly rather than Destination Australia. We might have to take it on notice. It's not about Destination Australia.</p>	14	5/06/2024
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SQ24-001031	Department of Education	Kerrynne Liddle	Respectful relationships - Renmark High School presentation	<p>Senator LIDDLE: Thank you for that. I'm going to jump again to respectful relationships. I know we talked about the respectful relationships program earlier. I might have missed it, so I apologise if we're covering the same ground. Did you commit to providing a breakdown of the funding for that program by state and territory?</p> <p>Mr Cook: That's available online. It's on the Federal Financial Relations website.</p> <p>Senator LIDDLE: And there is approved curriculum content wherever that program is delivered? Are you familiar with the incident that was raised in the media related to the high school in Renmark in South Australia in relation to the delivery of respectful relationships to a year 9 class by a third-party provider?</p> <p>Mr Cook: I'm sorry; I'm not.</p> <p>Senator LIDDLE: I can probably table it if you like. I've got copies of it if you want me to give them to you. There are quite a few online, but I can give you a bit of a run-down. I'm happy to table them if you like, but, otherwise, I can just tell you what is in the media.</p> <p>Mr Cook: Sure.</p> <p>Senator LIDDLE: I'll just tell you in a nutshell what those reports suggest. The program was delivered by headspace—it's a great organisation, and it does a lot of good work with young people—with a third-party provider, and a number of my colleagues were contacted by parents concerned about some of the material that was delivered as part of the classroom content. In terms of consent, are parents required to consent to participate in that program or that curriculum, and is that an opt-in or an opt-out consent?</p> <p>Mr Cook: They would be policies that the state department would set, rather than us. I'm sorry. We would have to ask the South Australian education department what their policy is in relation to parental consent on those particular subjects.</p> <p>Senator LIDDLE: Okay. My understanding is that headspace is the key deliverer of this program, and, in this case, it appears as if they've delivered it through a third party. The program is delivered through the Australian curriculum. I'm trying to understand what's happened in this instance. If it's as has been reported here, content appears to have been included in this curriculum that some parents have really objected to.</p> <p>Mr Cook: It's a bit hard, not knowing the details, but the usual practice would be that a school that's inviting a third party in would be reviewing the content. I'm not laying the blame on the school or anything like that, but I'm just saying that it would be normal practice for a curriculum coordinator or a deputy</p>	73	5/06/2024
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				<p>principal to review the content that's being delivered by a third party that they brought into their school. That would usually be the process. I'm just not sure what's happened here. I'm sorry.</p> <p>Senator LIDDLE: I understand the state government's investigating this and I understand the states deliver education. But, given that this is headspace and it is the Australian curriculum that we're talking about, I'm just trying to understand what involvement you actually have in understanding what's actually happened here?</p> <p>Ms Brighton: I don't believe the headspace program you're referring to is an Australian government funded program. The respectful relationships framework that I talked about earlier on is specifically designed to provide guidance on the delivery of respectful relationships education in schools. So that will really assist to set the expectations about what the evidence based material is that should be used in schools. That funding that the Australian government has provided is designed to fund activities building upon using that evidence base of good quality materials for respectful relationship education, but for the specifics of that particular school we would have to engage with the South Australian department on that.</p> <p>Senator LIDDLE: Could you make that inquiry and let us know if that's the case? We're talking about respectful relationships; I'm not actually talking about the same program as you're suggesting it might be.</p> <p>Ms Brighton: Yes.</p>		
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SQ24-001032	Department of Education	Sarah Henderson	Studio Schools documents provided to the committee	<p>Senator HENDERSON: Thank you for providing further information today. I have to put on record my concern that some of the material that we asked for back to last October was not furnished to this committee for many months. Are you able to explain the reason for the delay in providing all of these materials on notice? Just for the benefit of Hansard and those listening, I did ask you to immediately table all of the relevant documents in the February estimates, and that related to a request that I made last October. You undertook to do so. You said it would take a few days to have material redacted. We did not receive those documents until the last couple of weeks.</p> <p>Mr Cook: Sure. I did take it on notice. It was 441 pages, I think, that we provided you with, not counting the pages that we've provided to you today. As I indicated earlier in corporate, in terms of questions on notice, we gave you the dates those questions were provided to the minister's office and they were cleared, as is required. The minister cleared the responses.</p> <p>Senator HENDERSON: In relation to the Studio Schools material, when did you provide those documents to the minister for him to review prior to those documents being provided to the committee?</p> <p>Mr Cook: It would have been on one of those dates that Mr Markovic read out this morning; but I'm sorry, of the 400-and-something questions—we can find out.</p> <p>Senator HENDERSON: Could you find out and bring that back?</p> <p>Mr Cook: Sure.</p>	74	5/06/2024
SQ24-001034	Department of Education	Sarah Henderson	Minister for Education HECS indexation announcement - correspondence	<p>Senator HENDERSON: Could I turn to the announcement by the government on 5 May in relation to HECS indexation. Minister, on 5 May, did the Minister for Education know that the ATO was going to be announcing that indexation would remain at 4.7 per cent from 1 June this financial year?</p> <p>Senator Chisholm: I don't know the answer to that. I don't know whether the department could help you.</p> <p>Senator HENDERSON: Could I ask, on notice, for you to provide all relevant correspondence—messages and emails, formal or informal—in relation to that announcement, including the announcement by the ATO on 7 May? What I'm concerned about is that this announcement was made on 5 May and yet, two days later, the ATO confirmed, as it's required to do under legislation, that indexation would not go from 4.7 per cent to four per cent and yet there was no indication of that in the minister's announcement on 5 May. So I'm concerned that three million Australians with a student debt have been misled, and I would ask you to explain why the government wasn't more transparent about that.</p>	26	6/06/2024

SQ24-001035	Department of Education	David Pocock	Job Ready Graduates	<p>Senator DAVID POCOCK: That's interesting. Thank you. Could I go on to Job Ready graduates, which I understand Senator Faruqi asked questions about earlier. I'm interested in whether the department has looked at how much additional debt people who have studied or are studying courses like communications, law and the humanities would have if the JRG changes had not come into effect.</p> <p>Mr Rimmer: I'm not sure that we've done analysis that directly addresses the question in the way that you've framed it.</p> <p>Senator DAVID POCOCK: Are there plans to look at it? We've heard the government say that the JRG is broken and not working and we've saddled this cohort of students with debt. Are there plans to work out how much extra debt they have due to the JRG?</p> <p>Mr Rimmer: The accord process considered all of those matters and came to a conclusion about the JRG. The minister earlier gave an indication of the government's position on the JRG. Some of the matters that you're asking about are, effectively, factual matters about the current FEE-HELP student contribution amounts; we can definitely provide those, if you wish—</p> <p>Senator DAVID POCOCK: Sure.</p> <p>Mr Rimmer: either now or on notice. They're available on the web as well.</p>	31	6/06/2024
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SQ24-001036	Department of Education	Matthew O'Sullivan	Minister for Education Cairns CQU campus	<p>Senator O'SULLIVAN: Can I ask about Cairns CQU campus. At the 2022 federal election, a commitment was made to provide 50 million to Central Queensland University to fund a new campus in the Cairns CBD. A media report on 9 May said that the cost to build a new campus has increased by 60 per cent. Does that accord with your understanding as well?</p> <p>Mr Rimmer: I'm broadly aware, through discussions with the vice-chancellor of CQU, that that project is experiencing cost pressure, but we've had no formal approach from them about that. I think I was quite clear to the vice-chancellor that our funding commitment was our funding commitment. I'm aware broadly of the fact that there may be cost pressures on the project, but nothing more.</p> <p>Senator O'SULLIVAN: So there have been no discussions between your department—</p> <p>Mr Rimmer: Other than what I've just referred to, not to my knowledge.</p> <p>Senator Chisholm: I'm just putting my other portfolio hat on. I thought the money was out of Infrastructure.</p> <p>Mr Cook: That's correct. It didn't come through our department. I'm sure it was out of Infrastructure.</p> <p>Mr Rimmer: Notwithstanding, I'm meeting with the vice-chancellor of CQU. He rang me this morning and I agreed to meet with him in a week or so. I might ask him where things are up to.</p> <p>Senator Chisholm: It's the same as the CQU in Darwin, too. I think they're both out of the Infrastructure.</p> <p>Senator O'SULLIVAN: Has the government been formally advised that there are increased costs?</p> <p>Mr Cook: That's Infrastructure rather than us.</p> <p>Senator O'SULLIVAN: All right. We'll put some questions on notice to them then. You haven't had any correspondence through to your department between CQU and the department?</p> <p>Mr Cook: Not that I'm aware of and not that I've seen.</p> <p>Senator O'SULLIVAN: And the minister's office?</p> <p>Senator Chisholm: I will check.</p>	60	6/06/2024
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SQ24-001037	Department of Education	Sarah Henderson	Integrity investigations of higher education providers	<p>Senator HENDERSON: My concern is that these 34 providers reflect on both higher education and VET providers. My instinct is that, from what I understand, this involves either none or very few higher education private providers. I'm asking if anyone in the department has any knowledge whether any higher education provider is one of the 34 that's received a letter.</p> <p>Mr Rimmer: No, Senator. There are 1,400 CRICOS registered providers—1,440 or something. We don't know where these 34 fall in that spectrum. We don't know the information that you're asking. It would be inappropriate for us to do so because this is the very pointy end of Home Affairs compliance activity. This is intelligence-driven compliance that's not appropriate for people outside of the home affairs department.</p> <p>Senator HENDERSON: When you say 'intelligence-driven', what do you mean by 'intelligence-driven'?</p> <p>Mr Rimmer: Senator, I'm just really referring to the business of Home Affairs about visa integrity and integrity of the Australian immigration system.</p> <p>Senator HENDERSON: I'm going to ask you to take that on notice. I am surprised that not one person in your entire department knows whether higher education providers for which you have direct responsibility fall within the category of the 34 providers, because this has been used by your government to suggest and to sustain and place a black cloud on a broad section of the sector, particularly private higher education providers. What I'm interested in is to determine whether any higher education providers have been caught up in any integrity investigation.</p>	69	6/06/2024
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SQ24-001038	Department of Education	Sarah Henderson	Minister for Education Activism in the classroom	<p>Senator HENDERSON: I think that the vast majority of teachers do an incredible job in this country—work extremely hard, are incredibly committed to their students—but there are a very small number of teachers, fuelled, I have to say, by some of the teacher unions, who are intent on indoctrination on certain issues in the classroom. What is your government doing to prevent activism and indoctrination in the classroom?</p> <p>Senator Chisholm: We obviously think that teachers shouldn't act in a biased or prejudiced way. As I said earlier, we don't employ one teacher; they are employed in the state and territory jurisdictions and, obviously, with the private schooling system as well. They do have standards that they are expected to meet in those jurisdictions. We'd expect them to comply with those. I don't believe that there is a case for activism in the classroom. It doesn't belong there. I'm sure that the minister agrees with that as well.</p> <p>Senator HENDERSON: When you have seen instances of this occurring, what action have you taken? If you can't detail that action now, I'd appreciate it if you could take it on notice.</p> <p>Senator Chisholm: I think what the minister is doing is providing the national leadership about expectations in the classroom, as to what people should be taught. They should be taught the curriculum, full stop. That's where it starts and that's where it ends. That's what our expectation is and that's what I'm sure—well, I would expect—the states and territories would be holding their teachers to account on as well.</p> <p>Senator HENDERSON: Thanks, Minister. On notice, I'd be grateful if you could provide any further information about what actions the minister has taken in relation to, for instance, the pro-Palestinian teachers who have targeted Anzac Day—the activists who have sought to distribute materials which are not in accordance with the curriculum. Please, on notice, provide the committee with information as to what actions the minister has taken in that regard.</p>	34	5/06/2024
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SQ24-001039	Department of Education	Larissa Waters	National Respectful Relationships Education Expert Working Group	<p>Senator WATERS: Who is on that working group?</p> <p>Ms Brighton: Dr Hunter probably has the detail.</p> <p>Mr Cook: Paddy Kingsley?</p> <p>Ms Brighton: Yes, Paddy Kingsley has been the chair of that working group. We have had a range of experts in the field that have been driving that work, including some of the key academics in the field as well as proponents. So we'll just see if we can get the list up for you.</p> <p>Senator WATERS: And, just out of interest, do you have any young people on that working group?</p> <p>Senator Chisholm: Chanel Contos is on there.</p> <p>Senator WATERS: Chanel is on there? Okay.</p> <p>Senator Chisholm: Heather Clarke from the National Association of Services Against Sexual Violence; Dr Michael Salter from the University of New South Wales; Dr Fiona Martin; educational and development psychologist, Dr BJ—</p> <p>Senator WATERS: As in ex-MP Fiona Martin—same lady?</p> <p>Senator Chisholm: I believe so. Yes. Dr BJ Newton from the University of New South Wales, Social Policy Research Centre; and Katrina Marson from Relationships and Sexuality Education Alliance ACT.</p> <p>Senator WATERS: Thank you. I know a lot of those folk.</p> <p>Senator Chisholm: Representatives from each jurisdiction and the National Catholic Education Commission and Independent Schools Australia.</p> <p>Senator WATERS: Okay. And who is representing the public school sector?</p> <p>Mr Cook: Every state and territory has a representative on there from the public school sector.</p> <p>Senator WATERS: Okay. Great. Thank you. If you could give me that in written form, that will help me.</p>	62-63	5/06/2024
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ANU-01	Australian National University	Mehreen Faruqi	ANU Investments	<p>Senator FARUQI: My question, specifically, is: you have investment in these companies that produce weapons that have killed 36,000 Palestinians; does that meet the threshold of social injury?</p> <p>Prof. Blackhall: Following what the Vice-Chancellor said, yes, we do hold a small number of investments in our long-term investment plan and, as Genevieve mentioned, the socially responsible investment policy will be reviewed next Friday at our council meeting. Ultimately, that will be consideration for council.</p> <p>Senator FARUQI: According to freedom of information disclosures, ANU held 6,758 shares in BAE Systems, worth approximately \$143,000 at the end of October 2023. By the end of November—and this is the time that the genocide is occurring—this had increased to 8,517 shares at an approximate value of \$171,000. That is not a small amount. BAE Systems is involved with supplying fighter jets to Israel. How does the ANU justify investing more in BAE Systems since the beginning of this genocide?</p> <p>Prof. Blackhall: Under the socially responsible investment policy, ANU itself doesn't choose the individual stocks that are selected. They are selected by an external investment manager who is required to meet the conditions.</p> <p>Senator FARUQI: You can't abrogate your responsibility on that.</p> <p>Prof. Blackhall: Respectfully, that is how the policy is implemented at the moment, and, as I've said, it will be revisited for discussion at council next Friday. In terms of the numbers you have quoted, we don't have those numbers to hand, so I am happy to take on notice to confirm that those are the correct numbers.</p> <p>Senator FARUQI: Sure.</p>	85	6/06/2024
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ANU-02	Australian National University	Lidia Thorpe	ANU Investments and legal advice	<p>Senator THORPE: I wish to continue from Senator Faruqi's questions about ANU's complicity in genocide due to its weapons holdings. Can you please confirm if ANU has any indirect investments in military technology and weapons companies, for example, through trusts?</p> <p>Prof. Blackhall: I would have to take on notice the breadth of the question you are asking, Senator Thorpe. I can say that we have discussed our holdings under the long-term investment plan already. We also have relationships with defence companies both contractually and through philanthropic donations.</p> <p>Senator Thorpe: Thank you. So with regard to ANU's ties with weapons companies who sell and manufacture weapons being used in Israel's genocide against Palestinians, has ANU allocated any resources towards obtaining legal advice on whether ANU or its personnel could be complicit in the case being considered by the International Criminal Court?</p> <p>Prof. Blackhall: Again, I would probably have to take that question on notice, just due to the complexity of it. I would reject completely the notion that ANU is involved in genocide. Perhaps it is worth commenting briefly on the nature of our relationships. We talked, obviously, about investments in the long-term investment plan. I would like to talk briefly about the research relationships that we have with defence companies. We obviously work with a large number of external partners, including across industry and government through various sectors, and we do have, as I said, relationships with a small number of defence companies for a small number of projects. The work that we do under those research relationships is limited in time and scope by the nature of the contracts. And all research undertaken at the university is done under the banner of academic freedom, and academic freedom provides our researchers the right to undertake research and to work with partners that are relevant to their area of expertise. But, crucially—and I would like to make this point—academic freedom is subject that all research activities must comply with Australian law and comply with our broader suite of policies and procedures.</p> <p>Senator THORPE: Thank you. So can you confirm whether ANU has sought legal advice regarding its investments?</p> <p>Prof. Blackhall: Again, Senator, I would have to take that on notice to confirm. Could I also please clarify whether you are talking about legal advice in regard to the long-term investment plan or about advice in regard to the research partnerships?</p> <p>Senator THORPE: Being complicit in genocide.</p> <p>Prof. Blackhall: Again, Senator, respectfully, I completely reject the assertion that we are complicit in genocide.</p>	87	6/06/2024
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				<p>Senator THORPE: In relation to the international court, have you sought any legal advice regarding that? Prof. Blackhall: As I said, I would have to take that on notice to be able to do justice to the question.</p> <p>Senator THORPE: Okay. Thank you.</p>		
ANU-03	Australian National University	Lidia Thorpe	ANU Meetings with lobbyists	<p>Senator THORPE: Thank you. Just on that, how many meetings have ANU chancellery staff had with lobbyists and representatives from weapons manufacturing companies since 7 October 2023?</p> <p>Prof. Blackhall: Thank you—</p> <p>Prof. Bell: Senator Thorpe, let me take that question for Lachlan. Lachlan and I are both new in role, and I think, in order for us to be able to give you a sense who might have flowed through chancellery since October of last year will require us to take that on notice.</p> <p>Senator THORPE: Wonderful. Thank you.</p>	88	6/06/2024

ANU-04	Australian National University	Karen Grogan	ANU Instance of Nazi salutes	<p>Senator GROGAN: There was the situation with students using the Nazi salutes, and there has been a lot of commentary about whether that was actually students, or whether third parties were coming on to campus to inflame some of the situation. Can you take us through what occurred in that instance and what you have done to address it?</p> <p>Prof. Bell: Senator, it would help me understand when.</p> <p>Prof. Venville: Was that in the ANUSA meeting?</p> <p>Prof. Bell: Do you mean the online student meeting or a different incident?</p> <p>Senator GROGAN: No, there were some reports. I believe it was reported by Sharri Markson in Sky News on 9 May. I am not familiar with any other article. I'm sure there were other articles, but certainly the one I saw was the Sharri Markson one on 9 May that referred to an investigation into an accusation that students had been using Nazi salutes. They had been caught on camera, so I'm not sure if that is your campus security cameras or whether people have taken photos. I am not aware; hence my question.</p> <p>Prof. Bell: Thank you, Senator. That is a helpful clarification. There were two different events that sometimes get conflated. There was an event early in the encampment where a group of students encountered other people. There was an accusation that there had been fascist signs and signals. The further details there revealed that there had not been, but I'm happy to take on notice getting you a better clarification of that. Then, as Senator Henderson probed earlier, there was also an online annual general meeting of our student association in which there were a number of incidents reported both to us and to the student association about behaviours on line that are working through the disciplinary processes.</p>	89-90	6/06/2024
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ANU-05	Australian National University	Sarah Henderson	ANU Disciplinary action	<p>Senator HENDERSON: That is also in consistent with the University of Sydney. It has not taken action in relation to the word 'intifada', but there was a sign for a meeting in relation to global intifada, which means terrorist uprising, or words similar, to Jews around the world. And the decision was made to pull that sign down and to prohibit that meeting going ahead. So, Professor, I would put to you that your stand on this type of language is not consistent even with the University of Sydney, which has had many incidents of hate speech, some of which it has not acted against, and I would put to you that means that Jewish students at ANU are not safe, and are not being properly protected if you are not taking action against those sorts of slogans being shouted on a loudspeaker.</p> <p>CHAIR: Just before you answer this question, there is the opportunity for the senator to have a follow-up question as well after this.</p> <p>Prof. Venville: I would really like to clarify that we have communicated, and the Jewish students who are here today have been very clear that those terms are hurtful to them. We have communicated that very clearly to the encampment participants where we can and asked them not to use those terms, and they have, at times, refrained from using the terms. But sometimes terms return. We keep asking them not to use them, where we can, and then, if we are able to, we use our disciplinary proceedings to take action.</p> <p>Senator HENDERSON: Professor Venville, thank you very much for that clarification. So how many times have you taken disciplinary action or other proceedings in relation to the use of those terms?</p> <p>Prof. Venville: Specifically in relation to those terms, I will take that on notice. I don't know. But, as the Vice-Chancellor has repeatedly said, we have 10 situations where we are taking disciplinary proceedings up to this date.</p>	92	6/06/2024
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ANU-06	Australian National University	Karen Grogan	ANU Teaching social cohesion	<p>Prof. Blackhall: Yes, absolutely. I might just touch on the question around the education side of things as well. In the last few years we have adopted new graduate attributes, which underpin all our undergraduate teaching in particular, and are being incorporated now into the research strategy that we are now rolling out. One of those three attributes is around critical thinking, so recognising that these skills really do underpin the way that we think about these global challenges. At the risk of this being a marketing message for the university, we are the Australian National University, and we were created for the purpose of undertaking education and research that was in the national interest. We remain a resource for all Australians, for governments for industry and for civil society to come to us and to be able to address and work on these kind of challenges. I think it is a critical point in time when universities, government and industry can come together to really tackle the critical challenges that we were facing as a society.</p> <p>Senator GROGAN: I would be very keen to be kept apprised of where you are going with this. I think it is critically important.</p> <p>Prof. Bell: And we would love to share that with you, Senator. We have also had over the last couple of years—it pre-dates Lachlan and I in the chair—a series of projects that we called Grand Challenges that were really about how we think about things that cross-cut the university, and we did actually have one around social cohesion, so we would be happy to share some of that information with you, if you would like, afterwards.</p> <p>Senator GROGAN: Thank you. That would be very helpful.</p> <p>CHAIR: We would like that for the entire committee, actually.</p>	94-95	6/06/2024
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ANU-07	Australian National University	Slade Brockman	ANU Jewish Students	<p>Senator BROCKMAN: Just following up where Senator O'Sullivan finished, who made the determination that a safe space was required for Jewish students on campus? Did that come as a recommendation from your security team? Did it come from your welfare team? Where did that come from?</p> <p>Prof. Venville: I can clarify that. I think that happened in conversation between our Director of University Experience and the Jewish students themselves. I wish it wasn't necessary.</p> <p>Senator BROCKMAN: Was ANU security involved in that discussion? My understanding is they were. Prof. Venville: Well, you are better informed than me. Not to my knowledge, but we can clarify that. Senator BROCKMAN: Can you take on notice what role ANU security had?</p> <p>Prof. Venville: Sure.</p> <p>Senator BROCKMAN: Can you tell us what other recommendations there were for any other group of students to have a safe space put aside for them on campus?</p> <p>Prof. Venville: We have safe spaces for other students—for example, some of our LGBTIQ students and breastfeeding students—and we have at different times had safe spaces for other students.</p> <p>Senator BROCKMAN: So when did you determine that this safe space would be established for students?</p> <p>Prof. Venville: It was early on in the encampment. I can take that question on notice. I don't know the exact date.</p> <p>Senator BROCKMAN: But early on in the encampment.</p> <p>Prof. Bell: It was earlier, I believe, before the encampment. But we will take that question on notice.</p> <p>Senator BROCKMAN: It has also been reported to me that there have been student rooms tagged in the halls of residence. Is that true?</p> <p>Prof. Venville: What do you mean by tagged?</p> <p>Senator BROCKMAN: Jewish students tagged, marked, identified.</p> <p>Prof. Venville: Not to my knowledge, but if that is the case and it was reported to us, we would absolutely take action where we could.</p> <p>Senator BROCKMAN: So that has not been reported to any of the executive team? Prof. Venville: Not to my knowledge.</p> <p>Senator BROCKMAN: Okay. Can you please follow up with all the halls of residence to ensure that has not happened?</p> <p>Prof. Venville: It may have happened within a hall of residence, and if it was addressed quickly it may not have been reported to us, but I'm not aware of it, no.</p>	96-97	6/06/2024
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ANU-08	Australian National University	Sarah Henderson	ANU Letter from TEQSA dated 10 May 2024	<p>Senator HENDERSON: I will endeavour to be as brief as I can. Did you receive a copy of a letter from TEQSA dated 10 May 2024 seeking a whole lot of information, asking you to report fortnightly, and are you able to provide a copy of your response or responses?</p> <p>Prof. Venville: We can.</p> <p>Senator HENDERSON: Thank you. If you could table that, it would be appreciated.</p> <p>Prof. Venville: I don't have a copy of our response right here, but we can provide that.</p>	97	6/06/2024

				Senator HENDERSON: If you could provide that on notice, I would be really grateful.		
ANU-09	Australian National University	Sarah Henderson	ANU Letters between the chancellery and ANUSA	<p>Senator HENDERSON: Let's not forget that the Prime Minister said that the word 'intifada' was a terrorist slogan, a very hateful phrase. Vice-Chancellor, can I just quickly raise concerns about the ANU Students Association. They are running a very aggressive pro-Palestinian campaign, obviously using lots of materials and resources to run that campaign. Deep concerns have been raised that they are not there to represent all students. Have you taken any action in relation to the current activities of the student association?</p> <p>Prof. Bell: As you know, Senator, the ANU Students' Association, otherwise known as ANUSA, is the peak representative for all students at the ANU currently. It is an independent organisation. It is guided by a constitution and it has responsibilities to uphold governance and compliance. The ANUSA president sits on council, and it has a charter and a series of ways of being. All of that said, on 8 May ANUSA held an online AGM as part of their constitutional requirements. We didn't facilitate that or have anything to do with it. They are held and conducted by the student organisation.</p> <p>Senator HENDERSON: This is the online meeting where the two students participated in performing the Nazi salute, allegedly.</p> <p>Prof. Bell: Indeed, and we were incredibly concerned about that meeting and what happened in it. That meeting, as you might be aware, went on for a little while that evening, and, within three hours of the next day starting, my Deputy Vice-Chancellor (Academic) had brought the ANUSA president to her office to ask for clarification about what had gone on and about why this had been the kind of meeting that it had been. We raised a series of concerns about the validity of that meeting, about the way the students had behaved in that meeting and about issues about the way ANUSA was enacting itself. We sent a formal note or letter to ANUSA on 14 May to basically ask them to show cause as to how they were functioning, and we are now in receipt of their first response to that, but we are working through it to get to a different kind of outcome.</p> <p>Senator HENDERSON: Thanks, Vice-Chancellor. If those letters could be provided on notice, I would be grateful.</p>	98-99	6/06/2024

ANU-10	Australian National University	Sarah Henderson	ANU Communique from university chancellors	<p>Senator HENDERSON: ... My final question is in relation to the position of the chancellors. There was a communique from chancellors where they did not directly condemn anti-Semitism that attracted a lot of publicity. I'm not suggesting that was the position of every chancellor, but were you consulted in relation to that communique and does that concern you, because obviously that reflected very poorly on universities right across the country?</p> <p>Prof. Bell: I'm sure you can appreciate that I can't comment on or determine what was in the heart of my own chancellor, but I am willing to take that question on notice for her.</p> <p>Senator HENDERSON: Thank you very much for your time this evening. We are most grateful.</p>	99	6/06/2024
ANU-11	Australian National University	Sarah Henderson	Complaints regarding antisemitism and the encampment at ANU	How many complaints have been submitted regarding antisemitism and the encampment activity on the ANU campus?		24/06/2024
ANU-12	Australian National University	Sarah Henderson	Meetings with Jewish students	<p>How many requests have been received by the Chancellor, Vice Chancellor and Deputy Vice Chancellor Grady to meet with Jewish students or their families in relation to concerns of safety for Jewish students?</p> <p>- Please specify the number of requests for each role and the date each request was made.</p> <p>How many meetings have been held from these requests?</p> <p>- Please specify the number for each role and the date of each meeting.</p>		24/06/2024
ANU-13	Australian National University	Sarah Henderson	Security	<p>What is the increased cost in security services incurred by the ANU since the encampments commenced?</p> <p>- Please provide the amount spent for security support for each month of the encampment.</p> <p>How many additional security guards were engaged for the monitoring of the encampment and increased safety?</p> <p>Please advise the security company engaged to provide these services.</p>		24/06/2024
ANU-14	Australian National University	Sarah Henderson	Removal of posters, stickers and	<p>How many reports have been made to the university regarding antisemitic materials at the university?</p> <p>How many times has the university removed stickers, posters, graffiti and</p>		24/06/2024

			other material	other material from university grounds? - What is the estimated cost incurred to remove these materials?		
ANU-15	Australian National University	Sarah Henderson	Disruption of classes and lectures	How many reports have been made regarding disruption to classes or lectures by protestors since October 7 2023?		24/06/2024
ANU-16	Australian National University	Sarah Henderson	ANU Council and ANU Advisory Board	Please provide copies of any emails, correspondence, briefings and messages (including on message app platforms) between Council Members or Advisory Board Members to the Chancellor, Vice Chancellor or Deputy Vice Chancellor Grady in relation to the encampment activity since 1 April 2024 to present.		24/06/2024
ANU-17	Australian National University	David Pocock	Recruitment	Does the Australian National University currently have a full or partial hiring freeze in place? If not, please outline any limitations or restrictions currently in place for recruitment in the university and the reasons for these. Please also outline the guidelines or terms of reference for the ANU recruitment approval committee.		24/06/2024
ANU-18	Australian National University	David Pocock	Socially responsible investment policy	In the Budget Estimates hearing of 6th June 2024, the Vice-Chancellor of the Australian National University noted that the university's socially responsible investment policy was being reviewed in June. As the policy currently stands, it says that the university will 'avoid investment opportunities considered to be likely to cause substantial social injury'. Can you please advise: a. Whether investments in weapons companies are considered to be compliant with the current policy, in that the university considers them not to be 'likely to cause substantial social injury'? b. Whether the university has sought any internal advice on current compliance with the socially responsible investment policy? If so, please provide a copy of that advice.		24/06/2024
ANU-19	Australian National University	David Pocock	Market value of ANU's shares	Please provide a breakdown of the current market values of the Australian National University's shares in Lockheed Martin, BAE Systems, and Northrop Grumman, Boeing, Dassault Systemes, Saab and Thales?		24/06/2024
ANU-20	Australian National University	David Pocock	Value of philanthropic donations and other funding from weapons	What is the total value of philanthropic donations or other funding that the Australian National University has received from companies whose activities include weapons manufacturing over the past financial year?		24/06/2024

			manufacturing companies			
ANU-21	Australian National University	David Pocock	Alleged incident of harassment on 30 October 2023	<p>On 30 October 2023, a student of the Australian National University made a complaint to the University Registrar about an alleged incident of harassment that occurred on campus on the 27th October 2023. The student alleges that while putting up posters seeking the return of Israeli hostages, they were approached by another student who tore up the posters, swore at them, told them they 'hope they die' and attempted to spit on them. I ask the following questions with the permission of the student who made the complaint:</p> <p>a. Given the incident was captured on CCTV, please outline the steps the university has taken to identify the alleged perpetrator - or, if unable to comment on this individual case, please outline the steps ANU takes to identify alleged perpetrators in on-campus incidents of this type.</p> <p>b. How long did this complaint take to resolve?</p> <p>c. Given this was an alleged assault or attempted assault, was information about the incident and the CCTV footage referred to police? If not, why not?</p> <p>d. Was the relevant CCTV footage retained?</p> <p>e. What wellbeing support was provided by the university to the student who made the complaint?</p>		24/06/2024

ANU-13	Australian National University	James Paterson	MoU with the Party School of the Central Committee of the Chinese Communist Party	<p>1. Does the Australia National University (ANU) have a Memorandum of Understanding (MoU) with the Party School of the Central Committee of the Chinese Communist Party?</p> <p>a. If yes, when was the MoU signed?</p> <p>b. When is it due to expire?</p> <p>2. Is ANU currently in discussions with the Party School of the Central Committee of the Chinese Communist Party to establish an MoU?</p> <p>a. What is the status of these deliberations?</p> <p>3. Has ANU at any point had an MoU with the Party School of the Central Committee of the Chinese Communist Party?</p> <p>a. Please provide details on when it was signed, the dates and details of any renewals, and when it expired.</p> <p>4. What processes does the ANU have in place to assess and mitigate the national security risks associated with MoUs or other arrangements entered into by the university?</p> <p>5. Did the ANU undertake an assessment of the potential national security risks associated with entering into an MoU with the Party School of the Central Committee of the Chinese Communist Party?</p> <p>a. When?</p> <p>b. What were the findings of the assessment?</p> <p>c. What mitigations were put in place?</p> <p>6. What engagement (e.g. correspondence or meetings) has the ANU had with the University Foreign Interference Taskforce in relation to any MoUs or other arrangements entered into by the University with the Party School of the Central Committee of the Chinese Communist Party or other organs of the CCP?</p>		24/06/2024
AERO-1	Australian Education Research Organisation	Penny Allman-Payne	Philanthropy strategy	<p>During the estimates hearing on 5 June 2024, AERO CEO Jenny Donovan said, "In our [philanthropy] strategy we have identified some of the philanthropists who have, in the past, been interested in making donations to education..." Please provide a full list of the philanthropists you have identified in your strategy.</p>		24/06/2024

AERO-2	Australian Education Research Organisation	Penny Allman-Payne	Update on school attendance research	AERO has been tasked with researching school attendance and providing advice to the Education Ministers Meeting. Please provide an update on the status of this work.		24/06/2024
AERO-3	Australian Education Research Organisation	Penny Allman-Payne	Research addressing school refusal/school can't	The government's formal response to the Senate inquiry into school refusal referenced the work AERO is doing on school attendance and said that progress on a national action plan for school refusal was "pending" AERO's findings. Can you please confirm that AERO's research into school attendance will address the issues of school refusal/school can't and its causes.		24/06/2024
AERO-4	Australian Education Research Organisation	Penny Allman-Payne	List of stakeholders engaged with regarding school refusal/school can't	Please provide a list of academics, experts, researchers, advocates and organisations you have engaged with to help inform your understanding of school refusal/school can't.		24/06/2024
AERO-5	Australian Education Research Organisation	Sarah Henderson	Funding profile	Please provide AERO's funding profile for each year over the forward estimates		24/06/2024
AERO-6	Australian Education Research Organisation	Matthew O'Sullivan	Behaviour curriculum	<p>How much funding has AERO been provided to develop materials to support teachers and staff with student behaviour?</p> <ul style="list-style-type: none"> - Please provide the amount of funding over each financial year. - Please provide a copy of all materials to date, including a link to the material, the date the material was released and how many times the material has been accessed. <p>Will an evaluation on the efficacy of the materials be undertaken?</p>		24/06/2024